

THE SCHOOL JOURNAL.

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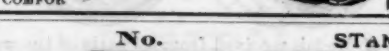
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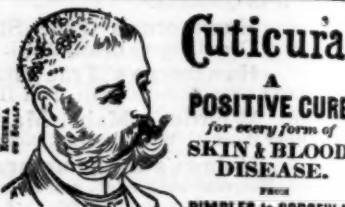
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The School Journal.

ESTABLISHED 1870.

THE SCHOOL JOURNAL.

A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG, } EDITORS.
JEROME ALLEN, }

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New York, May 2, 1885.

THE fault, dear Brutus is not in our stars,
But in ourselves, that we are underlings.

EVERY teacher is the architect of his own salary.

THE following is an excellent description of a lifeless teacher who plods, text-book in hand, through the dreary recitation:

"Not one new truth, not one deep thought, not one Original fancy, or profound remark!
No gleam of wit that sheds new lights upon
Old common places! not a single spark
Of genius, or creative power! When gone
The living voice, we wander through a dark
And tedious labyrinth of words that say
Nothing the thankful mind can bear away.

LAST summer a hero died in this city. He was born in sin. His father had been a counterfeiter, and the son for many years followed in his footsteps. He became a river thief, prize fighter, and everything but a murderer. He found a lodgement in Sing Sing, under a sentence of fifteen years for high-way robbery. But he stemmed the forces of wickedness in himself and turned them towards good. He overcame his thirst

for drink and then girded himself for a fight against sin. He became a friend of publicans and sinners, and harlots. He opened a home of refuge in the lowest places of sin and degradation. The neighborhood where he worked in Water Street was the lowest, roughest and most squalid of all New York. He was a hero because he recognized the voice of duty. First, he conquered himself, and then worked with might and main to rescue others.

REAL heroes are not uncommon now. We pass them every day, but do not know them. An instance came to our knowledge a short time since. A poor miserable drunkard was reformed. In a letter of his that came to our knowledge, he says, "I have been leading the life of a tramp, but I am reformed; I want work, but cannot get any. Every night I find some wagon or truck to rest in. I cannot go begging as I once could, my spirit will not allow it. I have been hungry day after day since I reformed. I have no friend to find help for me, but I look at the bright side and keep on hoping for something pretty soon." The better nature of this man is asserting itself, and is waging a fearful battle against the fierce forces within him. Alone, degraded, hungry, an outcast, yet a hero! When he conquers, what a victory! You who have never known what the fierce battle of life means cannot understand this grandest heroism of which human nature is capable—the conquering of self!

A TEACHER ought to have the very soul of honor and conscientiousness. A selfish teacher who pushes himself forward into a place, regardless of the rights of others and perhaps trampling upon them, is unworthy a place in the school-room. He may be a good scholar, an earnest instructor, sharp and quick, but all this will not atone for the one radical deficiency, without which all else goes for nothing. The scramble for place, so common, we are sorry to say, among some, is degrading to our profession. It is right to do as well as we can for ourselves, and it is our duty to use all lawful means to advance our material interests, but not at the expense of the most rigid regard for honor and duty.

Underbidding is a sin that comes from selfishness, unworthy an honest teacher. It is a stain upon his character, unfits him for exerting that influence for good over his pupils obligatory upon one who holds the important position of teacher of the young.

NO SINGLE force has elevated woman so much as the public school system. It was here she first demonstrated her administrative ability. In time past, here and there, women have shown superior talents as rulers of men, but these instances have been supposed to be exceptions to the general law that women cannot govern; but in the school-room the failures of women in this respect have been exceptions, success the rule. Here she has proved that she has an

intelligent judgment, and moral courage sufficient to exercise it; a fact that until recently the world has not believed. The history of woman's degradation is a sad one, but the modern school system is placing her where she ought long ago to have been,—the educators of the race, and, consequently, the real rulers of the world. Instead of being tortured, burned, or drowned as a witch, if she sees fit to remain single, she is now honored, and sometimes paid as much as men. A bright page in her history is the revered place she has occupied in the sisterhoods of the Catholic church. Protestantism has been eminently masculine. In it there has been no place for woman as a church officer. But while in the Catholic church she has not for many hundreds of years been permitted to minister at the altar, she has had an honorable ecclesiastical position. A brighter day is dawning! The time will soon come when she will occupy just the positions in church, school, and state that her abilities enable her to fill without regard to her sex or her celibacy.

NOTHING in all educational literature is more pathetic than Dr. Crichton-Browne's report on educational over-pressure in London schools. Many children in London who are never actually without food are still partially starved, for what they get is not only innutritious but insufficient in amount.

Bread and weak tea form the sole sustenance of many children for long periods. Other children are left wholly unprovided for by their parents and have to forage as best they can for themselves. I found one lad immersed in geography who had had no breakfast, and whose dinner consisted of two rotten oranges thrown away from a huckster's stall. To look at these half-starved children in London schools is to be "full of sorrow."

Very touching is it to think of the quiet heroism with which, when hunger is gnawing within and the dull misery of want overflows them, they sit uncomplaining at their little desks, toiling at their allotted tasks, wondering, no doubt, sometimes, what it all means, but bearing their burdens patiently. These children want blood, and we offer them a little brain-poison; they ask for bread and receive a problem; for milk, and the tonic-sol-fa system is introduced to them. And in all this there is an aggravation of their suffering and risks. To educate a half-starved child at all is to overpress it, and the facts that there are a number of half-starved children in London schools, and that they are not merely being educated, but prepared for examination—the same examination which has to be passed by their plump, well-fed companions—is to substantiate the statement that educational over-pressure exists.

Another visitor recently said:

A splendid school, with masters and mistresses second to none in London; discipline admirable, moral teaching excellent, tone good, and educational results of the first order. But children, not one or two or ten, but scores, so ragged, so half-starved that my heart bled to be amongst them without the power to be of service to them. If I tell you that in the boys' room alone one child had not broken his fast; that many others had not a scrap of dinner to go to; that here, for want of better, there was a little fellow of eight in his mother's boots; and there, another with every toe coming through his own; that dozens come in literal rags, and that many of the boys' clothes only hang together by a thread—it will sound like an impossible thing in this wealthy London, but it is, nevertheless, the living fact.

Surely, there is something to do in England besides to educate the mind. A half-starved scholar is in no condition to study.

SUBSCRIBERS who do not receive the JOURNAL promptly, or who miss any numbers, will confer a favor on the publishers by promptly informing them of the fact.

THE Bulletin of the National Association is nearly ready. Arrangements are already made on all the roads for round trip tickets at one and one-fourth the regular fare one way.

THE chapters on "Will's School Days," in another column, are from an unpublished volume of personal experiences written by a teacher in a neighboring city. They are fully equal to anything found in that very spicy book, "The Evolution of Dodd."

THEY have potato days in Pennsylvania schools. Each pupil brings a potato for the poor. The *Boston Record* suggests that a baked-bean day would be serviceable in that city. The offering would certainly be in keeping with venerable and precious traditions.

THE *Tribune* of this city only repeats a conviction that is becoming well nigh universal when it says:

"Over-reading as well as over-study is one of the evils of modern education. It goes without saying that reading in itself is not only harmless, but most beneficial. But children too often read so much that they fail to assimilate what they read, and thus the exercise is a dead loss. If school children were taught to read less and think more, it would be a gain all round."

A VEXATIOUS mistake occurred last week in making up the first page of our paper. Two lines which ought to have been placed at the foot of the second column, were put at the top. The sin was committed after the proof-reader had seen the page proof. We are taking great pains to make the JOURNAL as nearly perfect as possible. This error was more annoying to us than to our readers. We shall take great care that it be not repeated.

IN the last work of Ouida is a sketch of the results of cramming, poor poetry, but true:

"Pr'aps I'm sick," complains the poor little urchin of the drama,

"The ciphers jump about my bed all night,
And when I shut my eyes I see the slate!
I try to learn; I try with all my might;
I suppose I'm stupid; learnin's such a weight,
And, do 'em how I may, they won't come right."

THE *New York State Teachers' Association* will meet at Saratoga July 8-10. The Convocation of the Board of Regents will meet the same week at Albany, commencing July 7. By the arrangement now made members of the association can attend four sessions of the Convocation, and members of the Convocation five sessions of the Association in addition to full time upon their own meetings. This is an excellent arrangement. Those desiring to attend the National Association the week following will find Saratoga a good place in which to spend the Sabbath. Full particulars of all the these meetings will soon be given.

THE faculty connected with the School of Methods at Saratoga next July, whose names will be found in our advertising columns, consists of instructors selected from among the best and foremost teachers of the country. Mr. King, the originator of the plan of this summer school and appropriately chosen its manager, has devoted much time and thought, with the help of friends, to securing the best talent to be found for the work required. The instruction, consequently, will be given by experts, or specialists, in ten or more different departments, covering most of the ground in elementary schools.

MISS LELIA E. PATRIDGE, of Normal Park, Ill., having completed her book, the "Quincy Methods," Illustrated, is prepared to make engagements as instructor and lecturer for the coming institute season. The writing of this volume and the preparation of Parker's "Talks on Teaching," together with other literary and professional duties, have occupied her time during the past three years. She returns to the field with renewed energy, a broader conception of the principles underlying the work of education, and increased ability to aid

teachers in applying these principles successfully in the daily work of the school-room.

These will be the topics presented at the Westchester County Teachers' Institute, by conductors Johannot and Sanford, during the week commencing May 11:

Language in Intermediate and Grammar Grades.
Primary Methods; review of Primary Work.
Science for Common Schools.
School Management.
School Room Habits.
Moral Instruction.
Physiology and Hygiene.
Geography; Penmanship.
Arithmetic; Spelling.
High School work.

A CORRESPONDENT of the *Hartford Times*, writing concerning the manners and customs of Litchfield County, Conn., fifty years ago, says that "common people didn't own stoves then; they rented them of the rich at 25 cents a month. Dr. Catlin, of Litchfield, had quite a number that he rented. We well remember seeing him staff around for miles to collect stove rent. There were no clocks in school houses; the teachers had noon-marks on the window sill; when the sun struck the mark it was noon. If cloudy, they guessed noon. There were clocks in but few families in those days."

THE JOURNAL is none too severe in condemning the despotism of "grind," but it must be remembered that bent forms and sallow faces are also nurtured by poor food and badly ventilated sleeping rooms. The American people need a thorough educational and hygienic shaking up. False standards of teaching and false modes of living have already slain tens of thousands. It is time these evils were banished from the country. Nothing to-day is more needed than better convictions concerning what kind of training a young man or a young woman needs in order to start in life with a sound mind, a sound body, and a fixed moral character.

This is the very thing the JOURNAL has been urging for the past ten years; now the people are beginning to find out the truth.

NELSON B. HENRY, President of the Missouri State Teachers' Association, informs us that the next session of the Association will be held at Sweet Springs, June 23, 24, and 25, 1885. In connection with the Association there will be an exhibition of everything which can be procured of interest to the teacher.

1. Essays, compositions, book-keeping sets, examination papers, writing exercises, etc.
2. Specimens of geology, zoölogy, botany, mineralogy, archaeology.
3. Specimens of drawing, map drawing, models, kindergarten work.
4. Teacher's library, educational papers, magazines, etc.
5. Maps, charts, and all other kinds of apparatus.
6. School furniture of all kinds.

The School of Science and Pedagogics will open on Monday following the adjournment of the Association. The school promises to be highly successful, and to supply a want long felt by the teachers west of the Mississippi.

NEXT week we shall publish a record of four lessons which the editor of this paper recently heard in the Eaton School, New Haven, Ct., Mr. A. B. Fifield, Principal. The JOURNAL of week after next will contain a record of four lessons given by pupil teachers in the training school of New Haven, Miss E. M. Reed, Principal. She will be remembered as the author of a series of excellent articles in the JOURNAL on the "A B C of Number."

THE RECORD OF ACTUAL WORK IN EXCELLENT SCHOOLS is just what teachers everywhere want to read. It is our intention to give even more of this in the future than in the past. We shall first find out where there is good teaching, and then get it for our readers. In this way the JOURNAL will be a help to the working and inquiring teacher.

You may look to us for help in telling you what our best teachers are doing?

LAST week the village of Greenwich, Conn., was the scene of a horrible tragedy. Barclay Johnson shot and killed his mother, his sister, and himself. Mr. Johnson graduated at Yale College, class of '82, with the highest honors of his class. His family was highly respectable, in easy circumstances, and he was just commencing life as a law student. It was the opinion of his friends that his future was especially brilliant. No intimations of insanity had been noticed. The deed was done on a walk, in a secluded place, with no forewarning. What was the cause? Professor Peck of Columbia College, who knew young Johnson very well, says: "It must have been the result of overwork." Rev. Mr. Porter, his pastor, says: "The trouble began when he was in college, and the continual strain upon his mental powers was too hard to be borne."

No comment is needed. The story carries its own lesson. It is probable that the public will, by and by, begin to understand that sacrifices of precious lives, ruined health, and blasted hopes are a dear price to pay for overwork, coming from stimulated ambition and per-centage records. By and by the history of this age of cram and over pressure will be read with astonishment. People will wonder then how an enlightened public sentiment could have tolerated it for a single year.

COL. JOHN Y. COLYER, of Brooklyn, thinks that there are many children under ten years of age who cannot tell the time of day from a clock or watch. He suggests that a large paper dial, plainly figured and provided with movable hour and minute hands be placed in each class-room in the schools, and that a few minutes be given each day to instructing the pupils how to read the time. In an article in next week's issue the Colonel will discover that *Boston* children are very ignorant of many things equally as important as telling the time of day from a clock or watch. In our office there hangs a chart on one page of which is a dial with movable hands. At least two firms publish such sheets, why are they not in the Brooklyn schools? Why are there not many other things taught not only in the Brooklyn schools, but everywhere? The reason is found in the fact that old ideas are so thoroughly ingrafted into the body of our school system it is impossible to make needed changes without impairing the stability of the whole. For this reason reforms must be radical.

WHAT shall be done with the teacher who will not read an educational work, take an educational paper, attend an educational association, or do any thing to make himself (herself) one remove from an ignorant text-book grinder? Move him out of the vocation, you say. How? He suits the people and the people suit him. It is a sort of a mutual admiration society, a close corporation, organized in the interest of self. Permanency is a humbug, at least such permanency as this. When a real teacher, alive to the interests of the children, gets a good place, she should keep it. How long? Until she fossilizes or becomes foggy. Good teachers do this sometimes. We could mention several who, fifteen years ago, were wide awake, but they have been asleep for seven years. Nothing will wake them up now but the judgment trump, and then it will be too late for them to do the schools on earth much good. Wide awake teachers are wanted, warranted to keep awake. There is educational chloroform in the atmosphere in some places, its presence, like carbonic oxide, can only be detected by its effects.

There is hope of a teacher who will get educationally angry. But these teachers will not get angry. Arguments roll off their educational backs like water from a duck, and personal attacks are only noticed by a yawn. Educational dynamite is needed to blow all lazy, unprofessional hangers-on out into the world where they belong. We don't much care where they go, if they will only go out of the school-room and stay there.

For the SCHOOL JOURNAL.

NORMAL TEACHING—A MORNING EXERCISE.

TRUST EFFORT, NOT CHANCE.

The substance of one of Dr. F. Louis Seldan's morning talks to the students of the Saint Louis Normal School. Reported by Elizabeth Mansfield (Class of '72).

In our last morning talk I requested you to tell me the name of a famous English scientist, of this century, who achieved eminence, although he did not have originally the advantage of a higher education. Whom had I in mind? "Faraday." Tell me something of his life.

Information drawn from students.—Michael Faraday was born in 1791, in one of the suburbs of London. He was the son of a smith, and after receiving a merely ordinary education in the rudiments of reading, writing, and arithmetic, he was apprenticed, at the age of thirteen, to a book-binder.

Faithfulness was the distinguishing characteristic of his work; even though that work was distasteful, he did it well. While employed in binding the books, he found time to read many of them, and so gratify his craving for knowledge. Though only a little could be done at a time, yet that little was steadily and faithfully done.

Dr. S.—Have not some of us, at times, said that we had no time to read? And have we less time than young Faraday had, when his days were spent in manual labor? Every one has leisure time, but few possess the art of using stray moments.

Statements of students.—Later, Faraday attended a course of lectures, by Sir Humphrey Davy, who took an interest in him, and whose amanuensis he became.

Dr. S.—Was this simply a fortunate accident that Davy took notice of young Faraday? Was it one of the lucky chances that Mr. Micawber and his friends ever expect to turn up presently?

Student.—Faraday sent his notes, taken at these lectures, to Davy, and thus attracted his attention.

Dr. S.—I thought so; for as a rule, success is not the result of waiting, but of working. Tell me something about Faraday's subsequent career.

Students.—In consequence of the scientific work which he did, Faraday was appointed, finally, to a professorship in the Royal Institution, where first he had heard Davy lecture. He died in 1867.

Dr. S.—Faraday's life teaches some valuable lessons to all of us. There is first the fact that he acquired an education through reading, persistently and daily carried on during the little time which his early trade left to him.

We all realize how difficult it is for busy people to keep up the habit of reading good books. Many of us intend to read the grand books of the English tongue, at some time or other in the future; but how many are there who, with strong will, press the flying moments into the service of self-culture? It is wiser to trust present effort than future chance; for,

"Time was is past, thou canst not it recall;
Time is thou hast, employ the portion small;
Time future is not, and may never be;
Time present is the only time for thee."

We are but too apt to assign to the future grand employment, and to use poorly the *now*. Thus we are always going to read to-morrow, instead of reading to-day. Our intention to read is good, but it must not remain an intention. Good intentions elevate the soul, provided they are not merely an empty compliment which we pay to our vanity, but are a promise which we mean to pay in installments by hourly efforts. Otherwise good intention will be but a standing disgrace, for they show that we realize what we ought to do, and so make our failure more offensive.

INTENTION INVOLVES AN OBLIGATION. Good intentions are of no worth unless performance follows *right in their footsteps*. It is like a debt whose payment is imperative, but where the amount of each installment is left to the debtor; if he be in earnest, he will make constant efforts to pay it, no matter how small each installment is. He will not hold himself free to spend money or time for other things until the debt is paid, saving even the smallest sums to count toward it. So we can pay the

intellectual debt due ourselves, if we give what time we can to self-improvement, even though we can only pay it in a few minutes of work at a time.

Good intentions should be the stepping-stones to good deeds. It is true that there is an old adage that "The way to hell is paved with good intentions;" but the same can be said of the way to heaven. The value of an intention which concerns the future, lies in the present effort which accompanies it.

PERSISTENT EFFORT IS THE CHARACTERISTIC OF GENIUS AND TALENT, and whosoever listens to a flattering inner voice that tells him he too possesses ability, must remember that the true test of inherent power lies in present energetic effort. You, my future fellow-teachers, have chosen a profession in which you may achieve eminence; but the road to it is not to lose a second in waiting for a future occasion to show what you are able to do; but to put your highest efforts into your *work here and now*. Every hour now is the touch-stone for what you can do in future. Every man or woman who is in earnest will spend each moment in the direction of his best intentions.

We have to-day considered some of the lessons which Faraday's life teaches—especially the great maxim, that it is wiser to trust to effort than to chance; that we should work rather than wait for success.

At one of our next talks, I shall ask you to tell me something about the nature of his scientific discoveries and labors.

For the SCHOOL JOURNAL.

THE NEW HAVEN PUBLIC SCHOOLS.

[EDITORIAL CORRESPONDENCE.]

A recent visit to New Haven convinced us that there is good teaching in the City of Elms outside the Yale College. In fact, we believe that much of the best teaching in our country is found in public school-rooms.

New Haven has thirty-two free schools, twelve gentlemen principals, a city superintendent, a Training School, and a High School. All of the school buildings are good, and many fine, the new Training School and the High School being the best. The principals are men of skill, professional ability, and experience. They are not held down by the iron rule of empirical examinations, but have an amount of liberty that is indicative of public confidence.

Being unable to compass the whole city, we confined our observations to the Eaton School and the Training School, with a brief visit to the Skinner School. The ruling motive of the Eaton School, Mr. A. B. Fifield, Principal, is interest, the order is natural, the teaching lively and systematic, and the work done without compulsion or complaint. Cram and grade-grind are banished. It is an inspiration to breathe the free air of a real school in which pupils and teachers are actuated by motives of love of work and love of children. While there is order of the best kind, there is no old-fashioned "Toe-the-mark!" and "Keep-in-a-straight-line!" restraint. Our readers will be able to judge of the character of the teaching by the report of lessons we heard, which will appear in next week's JOURNAL. Mr. Fifield is working out the problem of industrial education in a public school. The mechanical work done by his pupils is excellent, and we have asked him to tell our readers his theories and practices in this most unsettled of all school questions.

In the Training School the charts are made by the pupils; in the other schools they are made by the pupils with the assistance of the teachers. Those used by the class in number contained pictures of watches, men, spoons, goblets, hats, combs, chairs, and brushes. Cards are used, marked in various ways; some like dominoes, others with pictures of birds, etc. Bundles of wooden lamp lighters, tooth-picks, peas, beans, shells, horse-chestnuts, in fact, any objects that can be found and made use of in number, language, and place lessons. The following questions were answered by the use of objects, for example:

"Seven cards and seven cards make fourteen cards."

$7+ = 14$	$5 \times = 15$	$3 \times = 15$
$2 \times = 12$	$15 \div = 3$	$13 - = 4$
$3 \times = 15$	$14 \div = 2$	$14 - = 3$
$15 - = 2$	$7 + = 11$	$7 + = 9$
$9 + = 11$	$14 - = 13$	$10 + = 15$
$13 - = 6$	$12 \div = 2$	$\frac{1}{2} \text{ of } 8 =$
$\times 4 = 8$	$\frac{1}{2} \text{ of } 15 =$	

Pupils answering these questions were pursuing the second year's work.

In the third-year class the following are among the questions asked:

$18 \div 3 =$	$11 - 2 + 4 - 1 + 6 =$
$2 + 9 - 3 + 3 =$	$16 \div 2 =$
$19 \div 1 =$	$12 - 3 + 3 - 4 \div 2 =$
$3 + 9 - 6 + 2 \div 4 =$	$16 \div 8 =$

In the fourth-year classes the following questions were asked and promptly answered without the use of objects or the board:

$\frac{1}{2} - \frac{1}{2} =$	$\frac{1}{2} - \frac{1}{2} =$	$\frac{1}{2} - \frac{1}{2} =$
$\frac{1}{2} - \frac{1}{2} =$	$\frac{1}{2} - \frac{1}{2} =$	$\frac{1}{2} - \frac{1}{2} =$
$\frac{1}{2} - \frac{1}{2} =$	$\frac{1}{2} - \frac{1}{2} =$	$\frac{1}{2} - \frac{1}{2} =$
$\frac{1}{2} - \frac{1}{2} =$	$\frac{1}{2} - \frac{1}{2} =$	$\frac{1}{2} - \frac{1}{2} =$

The following were solved on the board. In all cases the operations were rapid:

$\frac{1}{2} - \frac{1}{2} =$	$\frac{1}{2} - \frac{1}{2} =$
$\frac{1}{2} - \frac{1}{2} =$	$\frac{1}{2} - \frac{1}{2} =$
$\frac{1}{2} - \frac{1}{2} =$	$\frac{1}{2} - \frac{1}{2} =$
$\frac{1}{2} - \frac{1}{2} =$	$\frac{1}{2} - \frac{1}{2} =$

Mistakes were made, but quickly corrected by the class. One feature of the work was the interest and freedom from the old-fashioned school restraint. All were at work, and when a failure was made, no indication of a reproachful or chiding spirit appeared. Helpfulness, interest, exactness, rapidity and cheerfulness, were the ruling spirits.

I did not hear a distinctive grammar lesson in either school. All exercises taught expression and the use of good English.

The following letters were written by children eight to nine years old in fifteen minutes:

New Haven, April 24, 1885.

Dear Willie:—

Frankie is going to Springfield next week and will stay months with his Cousin Carrie. Herbert is sick a bed with a very bad cold. It is very warm to-day. Herbert says that he is going to his Aunt when he is well. James' Mother is going take us down to his great Aunt to see his dog. James' cat has the prettiest little kitten that I have ever seen. James' little brother is going to New York with his cousin.

Your friend,

CHARLIE.

New Haven, April 24, 1885.

Dear Mary:—

Louise and I went to the woods and picked some white violets. It is very warm now. Minnie Park has gone to Madison to live with her Aunt Fannie. Maud has a new silk dress, she thinks it is nicer than Louise's. How is Mikie getting along in the shop? Mr. Smith's dog Tramp shut his paw in the barn door yesterday and almost broke it.

Your friend

EDNA.

IN WRITING, the Eaton school follows no special author. The aim is to make easy and rapid penmen by first disciplining the use of the muscles, and then forming the letters. Rapidity in the lower classes is not attempted. This is obtained before the pupils are through the school. The writing is good, distinctness and correctness of form being aimed at.

ABSENCE AND TARDINESS are managed by cards sent to the parents and returned to the principal. The following are samples of some we found in use:

NEW HAVEN CITY SCHOOL DISTRICT.

M.

Please state why

Was absent

and oblige,

ALBERT B. FIFIELD.

PRINCIPAL.

Reason:

18

PARENT.

"In case of ten instances of unexcused absence or tardiness, or both, in any one term, the delinquent pupil may be transferred to an ungraded school."

"No excuse for absence or tardiness shall be accepted unless it allege sickness, or some equally imperative necessity."

—Rules of Board of Education.

ON THE FACE OF CARD.

SCHOOL, 188

Report of _____ Room No. _____ Class _____

MONTHS. May. Jun. Sept. Oct. etc.

Times Absent, _____

Times Tardy, _____

Conduct, _____

Recitations, _____

Examinations, _____

FOR CONDUCT, RECITATIONS AND EXAMINATIONS.

1 means Excellent; 2—Good; 3—Passable;

4—Unsatisfactory; 5—Poor; 6—Very Poor.

ON THE BACK OF CARD.

The parent will please sign here to show that he has examined the Report.

May. _____

June etc. _____

Parents and friends are cordially invited to visit the schools.

THE HIGH SCHOOL.

The largest class ever admitted to the high school will enter in May. Two hundred and thirty-eight pupils will begin the school course. Twenty candidates were rejected; one hundred and fifteen pupils were admitted from the grammar schools without examination, and the new fourth class will consist of 238 pupils, if all who are eligible attend at the opening of the next term. Last year 176 pupils were admitted. The increase of sixty-two will necessitate placing desks in the school hall, as there is not room enough on the lower floors.

The school provides four different courses of study.

1. A BUSINESS COURSE—the studies of which are Book-keeping, Practical Arithmetic, Penmanship, Letter-Writing, Science, English Language, History, Reading, Spelling, and either French or German if desired.

2. A GENERAL ENGLISH COURSE.—This comprises in part, the Business Course and, in addition, such studies as Mathematics, Language, Science, History, Literature. The department of "Language" includes the critical study of English, together with either French, German or Latin.

3. THE SCIENTIFIC COURSE.—This has for its special object the preparation of young men for the Sheffield Scientific School.

4. THE CLASSICAL COURSE.—In this department, besides the studies in Science, History, Literature, etc., of the 2d course, the work is such as prepares young men and women to enter any of the colleges of the country.

THE SUPERINTENDENCY.

Supt. Dutton's work has been mainly directed towards improving primary instruction, establishing the Training School and rendering the High School more efficient. The marking system has been abolished, and per-centage reports abandoned. In doing this he has revolutionized the motives appealed to, and consequently greatly improved the character of teaching. The sessions of the High School have been shortened from five to four hours, special classes are omitted, and one half of the pupils finishing the graded school course are entered without examination. A systematic study of English is commenced in the lowest class, with special reference to the meaning of words and the style of authors. Reviews and examinations at the close of the course are abolished, and the last half of the year is spent in studying the elementary branches.

Supt. Dutton is in entire sympathy with the fundamental principles of the New Education, in applying which he has greatly improved the results of school work, the freedom of teachers, and the popularity of the whole system. No one has more intelligently studied, or more successfully applied what Col. Parker has said and illustrated than he.

In conclusion, it is safe to say, that if the Eton School and the Training School are fair examples of what New Haven is doing in educating the rising generation, few cities, large or small, can show either better methods or more successful practice

For the SCHOOL JOURNAL.

WILL'S SCHOOL-DAYS.

BY WILL HIMSELF.

TWO CHAPTERS FROM "WHAT LARKS!"

"Words, words, words."—SHAKESPEARE.

"Though the number of spelling-books has greatly increased during the last few years, it is still true that poor spellers do greatly abound."—NORTHERN.

I can see the old school-room now, in my mind's eye, and the line we used to toe, as we stood in a row reaching nearly the whole length of the school-room. I am in doubt which was considered the more important, to toe the line squarely, or to spell the words correctly. Inasmuch as the shape and length of the line is more deeply impressed on my mind, than many of the words we spelled, I am inclined to think the latter.

How many times I have counted up to see which word would be mine, when the spelling class was "heard." How angry I would get if any one missed his word before my turn came, thus upsetting my plans. There was one boy whom we called Bob, for short, who stood in one place so long that, for days when the class recited the abbreviations, after the spelling was over, his abbreviation was "Dea. Deacon," until at last "Deacon" became his nick-name, and for a long, long time he was known by no other. If he should chance to read these lines, I have no doubt he will recognize the old name at once.

Next in importance to toeing the line, was pronouncing the syllables. I always looked eagerly forward to the day that would bring us to the lesson beginning with incomprehensibility, for it made me feel so wise when I rolled out my i-n-in-c-o-m-com-incom-p-re-pre-incompre-hen-hen-incomprehen-s-i-si-incomprehen-si-b-i-l-bil-incomprehensibil-i-incomprehensibil-i-t-y-ty, in comprehensibility.

And then the lessons which were assigned us! Why, the teacher would hold up the spelling-book with one hand, draw three fingers of her other hand over the three lines, extending from the top to the bottom of the page, and say, without a smile, "Class will take the next three lines for to-morrow's lesson, and any one that misses two words will have to stay after school." The lesson would not only contain anywhere from forty to sixty words, but two-thirds of them, such as we never had, nor ever will have occasion to use, should we live to be as old as Methuselah. That was nothing, however, we must get through the book. I remember that one of my brothers one day came home and told father he had been through his book, and must have a new one.

"Do you know all the words in this one," said father.

"Yes, sir," answered brother, straightening up.

"Well, I will try you," said father. "Spell butcher-knife."

Brother toed a mark (of course), folded his arms, and without naming a letter, said, "Boochy, boo, chy ka-nife ka-nife, butcher knife." Poor brother, the joke sticks to him till this day! I am reminded by this of another boy whose name was Joe. Joe once spelled a word in a similar manner, but as it was his name I cannot tell it here. I can tell of still another Joe, however, who one day wanted to fight with me. I agreed to fight him, if he would knock a chip off my shoulder, and then confine himself to "dry knocks." He being a good wrestler, I knew I would have no chance were he to clinch with me. We went at it, and I gave him rather a hard blow in the face, which at once decided him that dry knocks were not his best "holt," and before I knew it, I was on my back begging to be let up. We were on our way to the old swimming ground. We went in swimming, and Joe, not getting over his blow, took occasion to "duck" me. I went under, and thinking to stop him by making believe to choke, I made a great fuss, coughing and spitting out water. When the other boys saw this, they called out for Joe to stop, and began to scold him. This was a golden opportunity for me, inasmuch as I had the sympathy of all. I went ashore, continuing to make a great fuss, as the boys were standing around me. This would have

made quite a martyr of me had I kept still, but thinking to gain still more sympathy, I groaned, "Oh, my gizzard!" At this the boys all set up a yell, and I, having made a "goose" of myself, was no longer a martyr.

Why, did no one see how absurd it was to cram the children's heads with six or eight thousand words? At the most, they would never have occasion to use more than two thousand in after life. These could have been adapted to their needs, and taught both slowly and understandingly.

Not such words as are found in our text-books, namely: phthisic, sphinx, entrepot, sobriquet, eclat, erysipelas, resumé, canaille, mignonette, connoisseur, trousseau, bon mot, tangentia, enibinous, and scores of others which I have neither the time nor the patience to write. How often will a child, or an adult for that matter, have occasion to use any of the words in this list? Certainly, not often enough to pay for the time it takes to teach them. It may be said that these are for advanced classes, and should be omitted in the common schools. Very true; but if they are in the text-book nine of ten teachers will insist upon the pupils wading through them. Again, if these words are for the advanced classes, what about the following list, which I have taken from first readers? namely, mottled, fluffy, bellows, worketh, munched, gobble, peered, gambols, guinea, bantum. Yes, sir, I insist upon adding the last two to the list. They are of no more use for a child to spell than the others. As words to know simply, they may be well enough. I, however, will never, of my own free will and accord, be guilty of placing them in a spelling lesson.

Authors, superintendents, teachers, boards of education, fellow citizens, is it not about time for a thorough reform in this matter? I admit that it is hard to make a start. It wants courage to do so. Even I have omitted to add many words to my list, which my common sense tells me should be added.

I wonder if it is possible that there are any lines to toe nowadays, if, in fact, there is any oral spelling. There, it took courage to write that. So many teachers, and good ones too, insist that if you do not have oral spelling, the pupils will not learn to pronounce the words. Let me make a confession right here. I was brought up on oral spelling. I am not only a poor speller, but it is almost impossible for me to pronounce unfamiliar words correctly. It has taken more courage to write this; because there are people in this world who go so far as to say a poor speller is next to a fool. Such a man, say I, ought to be kicked by a fool, and I am the one who would like to do it. Well, well, in reading that over, I find I have committed myself. Still, I shall leave it.

Can there not be two exercises from a spelling book—one a pronouncing and the other a spelling exercise? Here is a lesson, as it might look in a text-book:

LESSON.

what,	walking,	brought,
which,	captain,	brother,
when,	brute,	awful.

First, we will have the pronouncing exercise. I will write the words as the pupils should pronounce them. Of course, they should not be so written in the text-book. The exercise should consist in discovering the right pronunciations:

hwat,	walk-ing,	brawt,
hwich,	cap-tin,	bruther,
hwen,	bröot,	aw full.

Here is one advantage. If it is a pronouncing exercise, then the whole attention is given to the pronunciation. Otherwise, if the pupil is simply told to spell the word, he will say, w-h-a-t—wät, w-h-i-c-h—witch, etc. These errors in pronunciation will be passed by the teacher, unnoticed.

What class of words is most often misspelled? Is it not the most common words? And, for this reason, the pupil spells the word captain, pronouncing his syllables thus: c-a-p—cap (which is all right) t-a-i-n, tin (which is all wrong). Again, a-w-a-u-f-u-l—full. Very well now, if he write a letter and say in it, "I went nutting and got a basket ful," who can find any fault with him?

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

GEOGRAPHY TEACHING.

BY PROF. C. T. BARNES.

FREQUENT REVIEWS ARE A NECESSITY, and in the best schools the pupils are required to reproduce at each recitation, not only the main facts of the last lesson, but the prominent facts of any of the past lessons, as they may be called for by the teacher. One secret of success lies in proper reviewing.

Daily reviews are absolutely necessary to success in fastening the facts of geography in the memory. In such reviews these facts should be so arranged as to give the pupils a clear idea of their meaning, and of their mutual relation and dependence.

Comparisons should be constantly instituted between the natural divisions of one hemisphere and those of the other; the drainage of one continent and that of another; the plants and animals of one zone and those of the other zones; one race of men and other races; the progress of intelligence in our land and the same in other lands; and our occupations and those of other people throughout the earth.

During this entire course, the greatest possible pains should be taken to give variety to the study; the endless repetitions of descriptive geography should be omitted; and every effort should be made to develop the intelligence of the pupils, to lay a solid foundation for future geographical study, and to prepare for the only possible intelligent study of history.

THIS METHOD OF GEOGRAPHICAL STUDY INVOLVES:

I. An entire cutting loose from the traditions of the schoolmaster, which have been so blindly followed in the past.

II. Instead of one text-book studied in all its needless details, the use of all text-books searched as books of reference.

III. Banishment of the text-book from the classroom, except for purposes of reading or reference.

IV. A much greater knowledge of the subject, on the part of the teacher, than is customary, or than the pupil can be expected to have.

V. A habit of daily study and preparation, by teacher as well as pupil, for the work of each recitation.

VI. A large fund of illustration at the teacher's command, which has been gathered from books of travel and history, from his own experiences, and the experiences of others.

VII. Instead of the parrot-like repetition of memorized words, the statement of the facts of each lesson in the language of the children.

VIII. Less time given to the dry bones of geography, and more attention shown to the living forms which are found in such profusion upon the earth.

IX. A profound and increasing interest in geographical study, as a means of intellectual culture and as a means of awakening an interest in all study.

X. The spirit and persistence which characterize all true study and recitation, otherwise failure will be absolutely certain.

That this will require hard work upon the part of the teacher as well as the pupil, is a very mild statement of a truth. It will require such study as is not often given—the study which broadens the mental horizon and gives intellectual muscle.

Such study continued through a term of years in the school-room will change the "mental flabbiness," so often found there, into sturdy mental power. If geography is so poorly taught in our schools, the fault does not lie with the pupils or with the subject itself, for there is no other subject in all the list of school studies which can be made more interesting or more profitable.

A HANDSOME man, or woman either, who does nothing but live well, or is self-indulgent, grows flabby, and all the fine lines of the features are lost; but the hard thinker has an admirable sculptor always at work keeping fine lines in repair, and constantly going over his face to improve the original design.

OUTLINE FOR TEACHING THE NATURE AND EFFECTS OF ALCOHOL.

I. PROPERTIES OF ALCOHOL.

Simple experiments to show the following properties:

A transparent liquid;—odorless, —pungent taste, —volatile, —will not freeze.
Dissolves many substances, —mixes with oils.
Inflammable, —great affinity for oxygen.
Coagulates albumen, —affinity for water.

II. USES OF ALCOHOL RESULTING FROM THESE PROPERTIES.

External application to allay inflammation.
To fill thermometer tubes.
A solvent for gums in preparing varnishes, etc.
In preparation of perfumery.
Alcohol lamps for heating.
Preservation of animal matter, specimens, etc.

III. EFFECTS ON THE HUMAN BODY.

Shown by observation, medical investigation and inference.

1. Alcohol impairs digestion.

DIRECT ACTION.	RESULTS.
Increases flow of gastric juice.	Indigestion of the food.
Coagulates albumen of the food.	Exhaustion of the blood.
Coagulates pepsin of gastric juice.	
Inflames mucous membrane.	Irritation of membranes.
<i>Final results</i> ,—degeneration of gastric juice, chronic indigestion and consequent impoverishment of the blood.	

2. Alcohol lowers the temperature of the body.

Absorbs the oxygen which the blood carries to the tissues.	Combustion in the body is retarded and the temperature lowered.
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3. Alcohol absorbs the water of the body.

Absorbs water from the saliva, blood and tissues.	Craving for drink, really for water.
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4. Alcohol destroys the blood corpuscles.

Coagulates the corpuscles.	Reduction of the power of the corpuscles to carry oxygen to the tissues, thus preventing the oxidation of waste matter, which clogs the system with effete matter.
Dissolves coloring matter which aids in carrying the oxygen.	

Final result,—poisoning of the blood, shown by diseases of the skin, kidneys, etc.

5. Alcohol ruins the blood-vessels.

Precipitates the otherwise soluble earthy matter of the blood.	The blood-vessels become weak and brittle.
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Final result,—bursting of blood-vessels, apoplexy, etc.

6. Alcohol paralyzes nerve matter.

Small quantities cause incipient paralysis of brain and nerves.	Temporary increase of the pulsations and more rapid circulation of the blood.
A large quantity increases the paralysis.	Loss of mental power. Inability to control movements of body. Insensibility, death.
Continued use of alcohol causes degeneracy of nerve matter.	Insatiable demand for more irritation, hence for alcohol. Diseases of all the systems, death.

Summary.

"Alcohol is incapable of being transformed into anything useful to the body, hinders digestion, washes the digestive fluids, tends to dissolve and damage the blood, retards all the life processes, and produces structural degeneration."

It works through the blood directly on the brain and nerves, paralyzes them, and "deadens the feelings of care, responsibility, and discretion;" takes away the control of the muscles, blunts the senses, and finally produces an irresistible craving for drink, which, with its train of terrible diseases, results in a loss of health and life.

IV. ALCOHOLIC LIQUORS.

1. Fermented liquors.

1. Simple experiments to show that alcohol is a product of the fermentation of the juices of fruits.

2. Kinds of fermented liquors:

Cider,—fermentation of apple juice.
Wines,—fermentation of grape juice, etc.
Ales and beers,—fermentation of grain (malt liquors.)

2. Distilled liquors.

1. Simple experiments to show that the distillation of a fermented liquor produces a stronger liquor.

2. Kinds of distilled liquors:

Brandy,—distilled from wine.
Gin,—distilled from beer and flavored with juniper berries.
Whiskey,—distilled from the wort of fermented grain.
Rum,—distilled from fermented molasses.—

Report of Massachusetts Board of Education, 1885.

HISTORY TEACHING.

WAR.

BY MISS ALICE GREEN, Principal of Bradford, Iowa, High Schools.

THE FIRST QUESTION TO BE CONSIDERED IN THE STUDY OF A WAR IS ITS CAUSE. In order to clearly understand this a war must be studied in connection with previous events. If these are carefully studied, pupils will not consider the war itself as an isolated event, but the result of others. For example to appreciate the late rebellion, the relation between events of all the preceding history of our nation must be well established. How shall our pupils be helped to acquire a correct knowledge of the cause of any war?

THE TEACHER MUST HAVE THIS KNOWLEDGE HIMSELF. Then by the aid of various books, class recitation, written work upon the board or to be handed in for correction, and frequent reviews the work may be done. In this connection they may be led to see that what was once considered sufficient cause for a war, would not be now. Having come to understand causes, we shall be ready for the declaration of war, and should notice when and by whom made. If declared by the U. S., this affords an opportunity for a little work in civil government. Who has the power to declare war? The commander-in-chief, who calls for troops? What power provides for their payment, etc.

THE SITUATION OF THE CONTENDING POWERS AT THE COMMENCEMENT OF HOSTILITIES MUST BE STUDIED; noting their relative strength of forces, land and naval, their resources for supplies, and preparations made by each. The first operations are important. Let attention be called to which side makes the invasion and why, and to which this gives an advantage.

There are widely different methods of studying the actual events of the war. When of several years duration, the best success is attained by studying it by the years. Emphasize the purposes of each campaign, and the preparations of each side. For the separate battles use the topics: cause, time, place, commanders, forces and results. Write the name of the battle on the board, following it by all the questions the class can think of that might be asked concerning it, having them arrange these in proper order and recite them the day following. They soon learn to ask questions logically.

THE INCIDENTS OF A BATTLE AFFORD A FINE OPPORTUNITY FOR LIFE LESSONS. Pupils will be glad to imagine themselves in the places of noted generals, and equally as glad to know that they can imitate them in every-day life. If all our school-work is to fit us for life, such little points may be of more importance than we are apt to think.

THE RESULTS OF A BATTLE SHOULD BE STUDIED CAREFULLY, not only which side was successful, but what led to this result. If the loss of life be noticed, let it be comparatively. But there are other results; such as the increased strength of one side, the weakening of the other, the gain and loss of supplies, and the consequent encouragement and discouragement.

RETREATS DESERVE CLOSE ATTENTION. They prepare the way for the following battles. In connection with them, lessons of prudence and true

bravery may be noted. When boys and girls observe that Washington and Grant retreated, they may be more willing to do so when it would be the wisest and most courageous thing to do.

SUM UP THE ENTIRE CAMPAIGN. When doing this it may be well to have individual pupils find all they can about different battles, bringing into the class such items of interest as have not been had before. Contemporary campaigns should be reviewed together, and their mutual purposes and effects understood.

THE CHIEF PART OF A WAR IS ITS CLOSE. To see what brought this about will be the broadest application of cause and effect we can make. If there be a treaty of peace, the time and place of its being signed, its signers, ratification and terms may all be made interesting and profitable topics. Having considered a war in its parts, we must think of it as a whole.

ENTIRE RESULTS SHOULD RECEIVE ATTENTION. Its cost financially, morally, and of human life; the effect upon industries, improvement, and all that aids in the real growth and development of a nation.

REVIEWS CANNOT BE OVER-ESTIMATED. Outlines of the entire war, including causes and results, may be written; pupils may choose important battles, giving reasons for their being so considered. The entire operations of one general may be given, or all the operations in one region. Here, as throughout the entire subject, geographies should be constantly consulted.

MAPDRAWING IS ONE OF OUR BEST HELPS. I have used it in three ways. An outline map may be drawn at the beginning of the war, and filled in as the events occur. This I think most profitable, but it is the most difficult to use. Maps of separate campaigns are helpful, but the damage in their use is that each campaign is liable to be made an isolated fact. Or the entire war may be reviewed by having maps drawn which shall show the location of all its events. This I have found the most practical method.

THE RESULTS OF SUCH A STUDY OF WARS will lead to general information, certainly closer habits of thought, a broader charity, and nobler patriotism. By imbuing our boys and girls with a just estimate of human life, a horror of war, and sympathy for those it leaves bereft, they may be induced to turn their influence against warfare, and show themselves true and loyal citizens by preserving our nation's peaceful prosperity.

PRIMARY EDUCATION CONSISTS IN THE DEVELOPMENT OF THE POWER OF ATTENTION; and it will be plain to all, that the selection of the objects of thought and attention is a matter of the highest importance. The things presented must be pure, good, and beautiful, for that to which we attend comes into the heart, and forms the basis of all our thinking and imagination; "Out of the heart the mouth speaketh."

CHILDREN LOVE TO READ TRASHY LITERATURE; they read dime novels, sensational newspapers, and stories like, "The Robber of the Bloody Gulch," or "The Red Handed Pirate of the Spanish Main." This unwholesome and vicious tendency is almost wholly caused, I believe, by the neglect of school authorities to furnish a generous supply of pure, interesting literature, to the schools under their charge.

GOD HAS SO CREATED THE MIND THAT HEALTHY MORAL, MENTAL, AND PHYSICAL EXERCISE PRODUCES PLEASURE; this truth, I believe, cannot be gained. If the work be not adapted to the grasp of the pupil, this pleasurable stimulant is lacking, and artificial stimulants must be used. The ubiquitous croaker now arises, with his single, ever reiterated poser: "Webster, Clay, Sumner, and all our greatest, were educated in the old ways, why require better methods when we can point to such results as these?" My dear sir, you can count, it is true, a few saved and successful men and women, but is your power of calculation great enough to count the failures—the lost? It is time for us, teachers, to call a halt.

TABLE TALK.

A correspondent wishes to know how young men can be induced to attend Sunday-school. This problem may appear to be out of our line, but the principles involved in the solution of it are the very ones we are contending for in educational work. All action springs from motive. Young men must have a motive in going to Sunday-school. Some inducement must be held out to them—not in the way of "rewards of merit," of course, but something in keeping with their legitimate desires. What shall this be? In order to answer, the subjects must be studied. What are their tastes? For what are they spending their energies?

If we observe we shall find in each one a keen desire for personal sympathy—for some one to appreciate the good that he feels is in him; to be interested in his plans; to believe in his abilities. He has still much of his boyish love of the novel and exciting; and the American young man has, besides, a very great respect for the practical—that which will bring a tangible return.

The second step in the problem is for the Sunday-school superintendent or teacher to have a genuine interest in these young men, and Christian love for them. Any affectation of this will be discovered. Interest that manifests itself simply in exhortation and advice will not do; there must be real sympathy with their plans and aspirations. The teacher must also be so familiar with the scenes and subjects of the Bible that he can picture them in their true light, in which there is an abundance of the novel and thrilling—plenty of characters that excite unbounded admiration. Then, from his own personal experience and honest convictions, he must be able to show the actual benefits to be derived from a firm faith in the wisdom and loving care of the Creator.

Not only the Sunday-school, but the whole world needs Christian people with broad sympathies and warm hearts, whose actions spring from genuine interest in the welfare of their fellow-beings, instead of a scrupulous but cold-hearted performance of prescribed duties.

What a gigantic brain an editor is expected to have! Many of the letters we receive indicate that one person is supposed to attend to all the business of this establishment. As a specimen, one letter contains a renewal of subscription, a request for specimen copies, notice of an educational meeting, an order for books, and miscellaneous questions, all on one sheet of paper. It would evidently surprise the writer to know that this letter must pass through the hands of eight different individuals before all of the matters are attended to, and that the questions and note must be copied for the compositor. These, which belong exclusively to the editorial department, should always be written on a separate slip and be accompanied by the name and address. We have on hand several sets of questions which have become hopelessly separated from the address of the writer, but which are worthy of a reply so we have answered them and laid them aside against the time when the same name may chance to come to us again accompanied with the address.

In a private note PROF. THOS. M. BALLIET says concerning "Quincy Methods" that—

"It is decidedly the most readable book of its kind, and will do more good than any other book on 'Methods' ever published. I believe, too, that it will grow in popularity for at least the next five or eight years. It will take some time yet till the large mass of teachers can see the full bearing of its work. At first some parts of the book will seem like recommending 'play' instead of 'work,' to a great many teachers. They will not be able to make its lessons 'fit in' either with their thinking or their work. In this sense the book is ahead of the times, and will therefore grow in favor. This is my impression, and I take it as a great merit in the book.

A few weeks since a little Latin was printed in the JOURNAL. Supt. B. M. Reynolds, of Minnesota, has furnished a translation as follows: "It is the right of war for those who have gained the victory to impose such orders as they please upon the vanquished; also the Roman people have been accustomed to rule the conquered according to their own pleasure, and not according to the direction of another, or according to the method prescribed by another."

It is proposed to organize an industrial school in Pittsburg.

LETTERS.

What were the Virginia and Kentucky Resolutions?"

[The Va. resolutions were prepared by Madison at the request of Jefferson, who drew up the Ky. resolutions himself. The former were adopted in Dec., 1798, by the Va. Legislature; the latter in November, a month earlier. The former declared the Alien and Sedition Laws unconstitutional, and appealed to other States to do likewise. The latter declared, further, that the Union was a compact between the States as States, instead of the people of the several States; that, "as in other cases of compact between parties having no common Judge, each party has an equal right to judge for itself, as well of infractions, as of the mode and measure of redress," thus denying to the Supreme Court the ultimate right to pass upon the constitutionality of law. They declared the Alien and Sedition Laws "not law, but altogether void, and of no force," and further that "a State has the natural right, in cases not within the compact, to nullify of their own authority." These resolutions show that Mr. Jefferson was the father of nullification and of secession. They were the extreme effort of a party, defeated in the Federal Congress, to strengthen itself through the State Legislatures. —S.]

(1) In the JOURNAL, Feb. 28, the answer to "Where is Hog Island?" is "In Delaware Bay," etc. There is one Hog Island, and a big one, on the Atlantic coast of Northampton county, Va., just north of the entrance to Chesapeake Bay a few miles. (2) What county in the U.S. and in what State, is almost exactly circular in form, and under what circumstances was it made so? (3) Why should the belt of the earth's surface, which suffered total eclipse of the sun in 1878, trend from northwest to south-east? Why not from north to south?

J. B.
[A Hog Island in the Delaware is mentioned in Coffin's *Boys of '76*. On Smith's map of Va. and on all the succeeding maps may be found Hogg Island, six or eight miles below Jamestown. See Colonial Records of Va. J. B. adds another. The letter column very evidently is carefully read. (2) We cannot answer. (3) Owing to the inclination of the earth's axis to its orbit, and also to the inclination of the moon's orbit to that of the earth. —S.]

What Pacific Railroads are completed and in operation? What is the route of each?

[1. Union Pacific, from Omaha, Neb., through Cheyenne, Wyo., (or from Kansas City by way of Denver, Col.), to Granger, Wyo.; thence to Portland, Or.; or to Ogden, Utah, where it connects with the (2) Central Pacific from Ogden, Utah, to San Francisco. 3. Atlantic and Pacific, from Albuquerque, New Mex., to Mojave, Cal., (north-west of Los Angeles), where it connects with C. P. for San Francisco or Los Angeles. These are the only roads that approach near to the Pacific. The main line of the Mo. Pacific runs from St. Louis to Omaha. The Texas Pacific division of this road runs from Texarkana, Tex., to El Paso, Texas. The Washash, St. Louis, and Pacific Railway runs from St. Louis to Kansas City. Thus there are many roads that form only a part of a through line to the Pacific. Send to National Railway Pub. Co., 46 Bond street, for *Traveler's Guide*, a monthly publication, 50 cts. —S.]

(1) What is the earth's curvature per mile? (2) What elevation would be necessary in order to enable a person to see either shore from the middle of Lake Michigan, the distance across being 60 miles? (3) How much higher is the surface of the lake half way between the two shores than the shore? W. H. M.

[(1) About seven inches per single mile. (2) About 500 feet, allowing for refraction. For demonstrations see "Leveling" in any Surveying and Navigation. The height varies as the square of the distance; hence square the distance in miles, multiply by seven, and you will have the height in inches of any object visible at that distance. (3) No higher—the same distance from the earth's center—if anything, the shore is higher than the water.]

I have a pupil who stutters badly. Can any of the JOURNAL suggest a curative system of treatment? S. F. R.

I have recently learned that Aberdeen, Scotland, and not Quincy, is called the "Granite City." S. H. S.

QUESTIONS.

(14) A printer uses one sheet of paper for every sixteen pages of an octavo book, how much paper will be necessary to print 500 copies of a book containing 336, allowing two quires of waste paper in each ream, the waste paper only being estimated on the entire reams. H.

(15) Analyze: "The deeper the well the colder the water." H.

(16) In the sentence "The broken soldier, kindly bade to stay, Sat by his fire and talked the night away," what would you do with "away?" E. I. L.

(17) Reed and Kellogg's "Higher Lessons in English," page 159, has the following example under a caution on connectives: "I rose earlier than I meant to." Is this example grammatical? E. R. D.

(18) In reducing a pure circulating decimal fraction to a simple fraction we write as many 9's for a denominator as there are places in the decimal fraction. Can any other figure than 9 be used in the same manner? If not, why not? W. H. C., Texas.

PERSONAL.

PROF. J. A. COOPER has been Principal of Edinboro, Pa. Normal School over twenty years.

THE MISSES CURTIS, two nieces of President Cleveland, are teachers in the public schools at Peoria, Ill.

PROF. ASA GRAY, of Harvard, is hard at work upon his forthcoming book, "The Flora of North America."

THE eminent historian, DR. RANKE, is now 80 years of age. His first book was published just sixty years ago. Dr. Ranke's health is good, and he still continues at his literary work.

DR. W. L. LIPSCOMB, M.D., of Columbus, Miss., is named as a candidate for the State Superintendency. His record shows that he has the ability to discharge the duties of that office, and he receives the endorsement of the prominent educators of his state.

REV. DR. HAYGOOD, the well-known Southern educator, tells of a Congressman who, when asked what he was going to do about the Blair Education Bill, answered: "Oh, don't bother about the education of the people: it will only make them unhappy."

ROBERT PAYNE, vice-president of the Board of Education, Brooklyn, addressed the teachers of the city, members of the Board of Education and their friends last week in the Chapel of the Polytechnic Institute on Livingston street, near Court street, on "Certain Principles of Law applied to the School-Room."

EDUCATIONAL NOTES.

CALIFORNIA.—San Benito Co. Institute is held May 4-8; San Louis Obispo, May 12-16, and Siskiyou Co. the first or second week in June.

CONNECTICUT.—On the 24th inst. the Hartford High School graduated a class of seventy-three. Senator Joseph Hawley was one of the guests on the occasion, and made a characteristic speech. Of the young men graduated, thirteen will go to Yale, and one each to Trinity, Wesleyan, and Brown.

In the May number of the *Andover Review* appears the address lately delivered by Supt. S. T. Dutton, of New Haven, before the Congregational Club of that city, on "What may justly be demanded of our Public Schools."

The incoming class of the New Haven High School will be the largest ever admitted, numbering two hundred and forty-three. An addition to the building has been needed for some time, and will soon be built.

The ninth annual meeting of the Fairfield County Teachers' Association will be held in Danbury, May 28-9. G. D. Northrop, Chairman, Ex. Com. J. M. Smith, Pres.

FLORIDA.—Orange Co. Institute held a very profitable session March 23-27. The conductors were Prof. Jno. A. Graham, L. I., of the Nashville Normal College, and Mrs. Helen Butler Webster, of Jacksonville. Supt. J. T. Becks deserves much credit for the success of the work.

Duval Co. held its Institute at Jacksonville, April 27-May 1. An invitation to join was extended to adjoining counties.

INDIANA.—The attendance at the Normal school has been twenty-five per cent better for the term just closed, than for the corresponding term last year. The ample accommodations which the buildings afford are likely to be fully taxed during the coming term. Three hundred dollars' worth of choice books have just been added to the general library.

MICHIGAN.—Macomb Co. Teachers' Association will take place at Armada, May 2.

NEW YORK.—The Clinton Co. Teachers' Association have appointed Keeseville as the next place of meeting, and invited the Essex Co. T. A. to join them.

The Plattsburg Intermediate School held an interesting closing session last week. Miss Stuart and her assistants received warm commendations from their patrons.

The Clinton Co. Institute at Plattsburg was a decided success. Profs. Post and Curtis received the heartfelt thanks of the teachers for the instruction and assistance given.

A teachers' Institute is to be held at Utica, on the 8th and 9th of May. Prominent teachers and Institute workers are expected to be present.

The bell in the public school at Monticello, N. Y., was heard ringing the other day at an unusual time, and on investigation it was found the "new teacher" was using the end of the bell-rope to correct a refractory pupil.

The annual session of the Westchester County Teachers' Institute will be held at the Assembly Rooms, in the school house of District No. 1, in the village of New Rochelle, N. Y., commencing on Monday, May 11, 1885, conductors, Prof. James Johnnot and Prof. Henry R. Sanford.

PRINCIPAL E. H. COOK, of the Potsdam State Normal School, recently delivered a lecture before the Teachers' Association of Utica, on "The Designed and the Undesigned in Education." He said that true education is character-building. What the young man is when he leaves home to enter the great struggle of life, is of more importance than what he knows of book knowledge. The careful attention bestowed by mankind in studying the habits and peculiarities of cattle, horses, bees, etc., was contrasted with the little attention paid to the study of the habits of children.

Designed and undesigned education were each considered under three heads, viz., 1, physical; 2, intellectual; 3, moral. Designed education is what is said and taught to children knowingly. Undesigned education is not what is said but what is done before children. The physical education is of primary importance. Children must have plenty of good and properly-cooked food, pure air, sunlight. They must be taught cleanliness, and become habituated early in life to the proper care of the body. Good health is largely a manufactured article. Intellectual culture is for discipline and knowledge. Important elements are observation, pure English, familiar objects, illustrative teaching, and beautiful selections. The lecturer discussed in a familiar way the incentives of love, fear, courage, desire of praise, and argued that all moral education is a failure that does not finally teach moral responsibility to God.

In speaking of undesigned education, the main argument was in the direction that the teacher must be a model for his pupils, physically, intellectually, and morally. He must have regular habits of life. He must have, and he

can have, good health. He must be prompt and punctual in all his work. He must possess absolute self-culture. Lastly, the lecturer placed the human voice before all else in the undesigned education of children. No sound can compare with the human voice in reaching the soul.

The lecture was interspersed with pleasing anecdotes, illustrative of the points under discussion, which kept the attention of the audience to the very close.

PENNSYLVANIA.—The "no recess" system is being tried by some of the schools in Lackawanna county.

SUPT. JAMES MACALLISTER, of Philadelphia, held his teachers' examination last week.

PROF. FENNO, late Superintendent of Union City, and Mrs. Dr. Noss have recently been elected members of the faculty of the California (Pa.) Normal School; and Miss Anna Mehafeey, of the California Normal School, has been appointed teacher of elocution in the Normal school at Lock Haven.

Pennsylvania teachers are pleased to learn that Prof. Henry R. Sanford will now devote his entire time to the institute work. Prof. Sanford has attended a large number of the county Institutes, always giving satisfaction.

PROF. S. P. LANGLEY, of Alleghany College, lectured before the Royal Institution, London, April 17, on "Sunlight on the Earth's Atmosphere."

MISS MINNIE WHEELER, formerly a teacher in Luzerne county, is now studying for a physician in an Ohio medical college. Miss Robbins, of Bloomsburg, is taking a similar course in Philadelphia.

The teachers and citizens of Harrisburg and Dauphin county are making extensive preparations for the State Teachers' Association which meets at Harrisburg July 7th 8, and 9. Thirty-three years ago the first State Teachers Association met there.

WILL S. MONROE.

The West Chester Normal School had an attendance at the close of the winter term, of 409 students.

Pennsylvania is divided into twelve normal-school districts, and has ten schools established, with 140 instructors and over 3,000 students. The buildings and equipments are valued at more than \$1,500,000. The schools receive a portion of their support from the State, and form a part of our public school system. The locations and principals are as follows:

Districts.	Principals.
1st—West Chester.	G. M. Phillips.
2d—Millersville.	B. F. Shaub.
3d—Kutztown.	N. C. Shaeffer.
5th—Mansfield.	D. C. Thomas.
6th—Bloomsburg.	D. J. Waller.
7th—Shippensburg.	S. B. Heizer.
8th—Lock Haven.	Geo. P. Beard.
9th—Indiana.	L. H. Durling.
10th—California.	Theo. B. Noss.
12th—Edinboro.	J. A. Cooper.

TEXAS.—The last Legislature failed to provide for County Superintendents of Schools, and the County Judge remains, *ex-officio*, the superintendent.

The next meeting of the white teachers' Institute will be held on the first Saturday in June; colored teachers' Institute, Saturday, 18th inst.

VIRGINIA.—Prof. F. V. N. Painter, President of the First Virginia Teachers' Association, has recently distributed, among the teachers of the State, circulars explanatory of the purpose and working of the association. This association is warmly endorsed by Hon. R. R. Farr, State Supt. Public Instruction.

Hon. E. John Ellis, of Louisiana, will deliver the annual address before the Literary societies of Roanoke College, Salem, Va., on June 9.

FOREIGN.—Japanese educators are making an effort to substitute Roman letters for those now in use in Japan. It would probably require but little persuasion to induce the people to adopt the English language outright, if one may judge from the willingness with which they have accepted other American and English customs and methods.

Linear drawing has been introduced, by recent enactment, into all the elementary schools of England. The theory is that a knowledge of this kind of drawing is useful in almost every kind of trade or handicraft.

The nine Universities of the Kingdom of Prussia during the winter semester, just closed, had the following regular attendance: Berlin, 5,006; Halle, 1,631; Breslau, 1,389; Bonn, 1,080; Gottingen, 993; Konigsberg, 887; Griefswald, 856; Marburg, 708; Kiel, 387. During the past four years the increase has been over eleven per cent. According to faculties, the students are divided as follows: Evangelical theology, 2,322; Catholic theology, 236; law, 2,344; medicine, 3,256; philosophy, 4,879.

The life of Japanese students resembles more closely that in American colleges of a generation ago, than as it is today. Too much brain-work, little attention to outdoor exercise, carelessness about lodging, and innutritious food are said to result in a preponderance of dyspeptic and weak-lunged graduates. But reform has been lately introduced in such matters. In many things the ideal of the Japanese student is a high one. "In him," says the *University Quarterly*, "the old warlike spirit of his class has become transformed into a patriotic longing to bring his country up to the level of Western enlightenment; hence his intense and too exclusive devotion to knowledge as the only means of reaching the great end."

"College discipline is strict, and its methods, owing to immediate supervision by the government, are French or German, rather than American or English. The students board and lodge, with few exceptions, on the college premises. At five o'clock in the morning they are aroused by the bell. Lectures begin at eight or half-past eight, and end about three o'clock in the afternoon. Then those who choose can leave the grounds, but each must first get his wooden billet from the gate-keeper. At nine in the evening the gates are shut, and if any luckless student has not by that time returned his billet, he is reported for discipline. Penalties differ little from those common everywhere, but are strictly enforced. There are few dulleards, idlers, and revelers, and such as appear are summarily dealt with."

"Debating clubs, societies for special duty, literary and scientific periodicals—one devoted to Japanese and Chinese poetry—give the college world opportunities for social intercourse and exchange of thought. There are chess clubs, and clubs for playing the difficult native game of 'Go.' Glee clubs, however, are unknown, as orientals have their singing as well as their dancing done for them by professionalists, and laugh at the idea of doing either themselves. Politics is a constant theme of discussion. Advanced liberal views have the majority of adherents."

EDUCATIONAL MISCELLANY.

FOR THE SCHOOL JOURNAL.

NEEDED LEGISLATION.

BY PRIN. F. E. WELLS, Nunda, N. Y.

To an observer it seems as if legislation in our Empire State is effected principally for lawyers and corporations—two soulless institutions.

To all offices, the duties of which require legal knowledge, lawyers only are eligible.

Shall there be no qualifications prescribed for those offices whose duties demand teachers? How flattering to the teaching profession that the office of Superintendent of Public Instruction has been filled the past twenty years by a lawyer politician!

When there is an office that pays these politicians must have it.

What is the case with School Commissioners? Any man who is eligible to the office of constable is eligible to this important office which is in many cases occupied by those whose intelligence and immoral characters render them ineligible to a license to teach a common school.

If our county and state associations carry out their missions they will secure some wholesome legislation on this subject. The qualifications should be educational, with a successful record in teaching. The term should be lengthened, and the elections so far removed from the people as to secure independent administration. In the case of Justices of the Supreme Court the term is so long that decisions can be rendered without fear of removal from office the next year or at the expiration of a short term of office.

It has been the observation of the writer that commissioners who try to carry out independent and wholesome administrations are defeated at the re-election because they have tried to permit only qualified persons to teach.

The normal schools and teachers' classes are adequate to supply the schools. But if persons can secure licenses without special preparation for their work they will not avail themselves of these free opportunities given by the state.

If we were to suggest a change in the selection or election of commissioners and state superintendents we would recommend the election of commissioners by the trustees of the districts and union schools, and of the State Superintendent by the commissioners and city superintendents. This would take these offices out of politics, and the will of the people would thus be better represented.

We understand that a bill, of the nature we would have enacted, was defeated in the state legislature a few years ago, purely from political motives. Will our superintendents and state associations consider this matter, so that by the end of three years we can demand that superintendents be successful teachers?

JEWISH ORIGIN OF THE AFGHANS.

"The Afghans call themselves 'Bin i Israel,' or children of Israel, but consider the term 'Yahodee,' a Jew, to be one of reproach. They say Nebuchadnezzar, after the overthrow of the temple of Jerusalem, transplanted them to the town of Ghore near Bameean; and that they were called Afghans from their chief Afghana, who was a son of the uncle of Asaf—the vizier of Solomon. They say that they lived as Jews until the Caliph summoned them in the first century of Mohammedanism to assist in the wars with the infidels. For their services on that occasion Kyse, the leader, obtained the title of 'Son of the Mighty.' He was also told to consider himself the master of his tribe, on which its prosperity would hinge and by which the vessel of this stage was to be governed. After the campaign the Afghans returned to their native country and were governed by a king of the line of Cyrus till the eleventh century when they were subdued by Mahood. A race of kings sprung up, subverted the reigning house and conquered India. As is well known this dynasty was divided at the death of its founder into the divisions east and west of the Indus, a state of things which lasted till

the prosperity of Timourlane reduced both to a new yoke. I can see no good reason for discrediting the traditions and history of the Afghans, though the dates do not exactly correspond with those of the Old Testament. The Afghans look like Jews; they say they are descended from Jews; and the younger brother marries the widow of the elder according to the law of Moses. The Afghans entertain strong prejudices against the Jewish nation, which would at least show that they had no desire to claim, without a just cause, a descent from them. Since some of the tribes of Israel come to the east why should we not admit that the Afghans are their descendants converted to Mohammedanism?—BURNES' "Travels into Bokhara."

LIVE ANSWERS.

1. Mr. Frost tells us that the inspectors of Elbert Anderson's store on the Hudson were Ebenezer Wilson and his Uncle Samuel Wilson; the latter superintended in person the workmen, and went by the name of "Uncle Sam." The stores were marked E. A.—U. S. (Elbert Anderson, United States), and one of the employees being asked the meaning, said U. S. stood for "Uncle Sam." The joke took, and the men carried it with them into the ranks during the Revolution. It thus became stereotyped.

2. Upon the tentacles of the sea anemones are great numbers of microscopic cells, each containing a long hollow thread coiled spirally within it. This thread can be suddenly thrust out at shrimps and small fish as they come near, benumbing them so that they can be seized with the tentacles and convey to the mouth.

3. A scientist by the name of Widmannstaett while experimenting with an aërohte, found that when nitric acid was poured upon its polished surface small crystals were plainly visible. These figures can be made so prominent as to be used as an engraved plate. They were named after their discoverer.

4. The center of the stem of the American aloe can be used for sharpening a razor, or bringing any steel to a fine edge. This hardness is caused by the particles of silica which enter into the composition of the plant and are deposited along the centre of its stalk.

5. A part of eastern China and western Japan is enclosed in an ellipse formed by a second agonic line of whose existence nothing was known until long after the first was discovered.

6. Augustina, a Spanish maiden, distinguished herself during the siege of Saragossa by the French, by participating in the severest encounters with the enemy. For her services she was made sub lieutenant in the Spanish army, and is known as the Maid of Saragossa.

7. The albatross, from the great height, power, and continuance of its flight, is called by sailors "the man-of-war bird." Some of them believe that it sleeps while on the wing.

LIVE QUESTIONS.

1. How did the stanza used by Chaucer obtain the name of "Rime Royal?"
2. What woman stands pre-eminent in science?
3. What great painter was a personal friend of Luther?
4. Who has been called the Father of the German Oratorio?
5. Who was the apostle of the North American Indians?
6. Who first proposed a ship canal across the Isthmus of Panama?
7. Which is the largest architectural structure in the world?

SIBLEY'S Patent Pencil Sharpener, advertised in our columns, is a machine of great merit. We have used one in our office for several weeks and find that it works well. Its use relieves teachers of a burdensome task, for even the smallest can operate it. The saving of pencils is an important consideration, for while it quickly reduces the pencil to a fine point, it does not break off the point in the operation. In all schools the purchase money can be obtained by voluntary contribution of a few cents each by the pupils. Any teacher can obtain the machine on trial, with the privilege of using it a week; if it is found to be as represented, the price is then to be remitted; if it is not found to be as represented, the machine may be returned at his expense.

EDUCATIONAL CALENDAR FOR MAY.

By N. O. WILHELM.

May 11, 1871.—Herschel died; a famous astronomer; spent eight years in reviewing and cataloguing the nebulae discovered by his father Sir Wm. Herschel; established an observatory at Cape Town, Africa; his "Outlines of Astronomy" were very popular.

May 12, 1804.—Charles O'Connor born; American lawyer and jurist; was employed in some very important legal suits, one of which was the King suit in New York; repeatedly refused nominations to highest offices.

May 13, 1717.—Maria Theresa born; Queen of Hungary and Bohemia; Empress of Germany; one of the world's most illustrious women; when two rulers formed a league to rob her of her territory, she went into the Hungarian assembly with her crown on her head and her infant son on her arm, and made a speech which aroused great enthusiasm, enabled her to send large armies against her foes; lost Silesia; refused for a time to consent to the partition of Poland, but at length agreed to it with a protest.

May 14, 1686.—Fahrenheit born; eminent German philosopher and maker of philosophical instruments; re-invented of Amsterdam; invented the thermometer which bears his name.

May 15, 1847.—Daniel O'Connell died; famous Irish orator and political agitator; was elected to Parliament, but refusing to take an oath, a law was passed admitting Roman Catholics, he then took his seat; as an agitator, he made many speeches in Ireland and at length was arrested, sentenced to be fined and imprisoned but this was reversed by the House of Lords; was called the "Liberator."

May 16, 1801.—Wm. H. Seward born in Fla.; eminent lawyer and statesman. U. S. Senator; acquired high reputation for his defenses of criminals; opposed annexation of Texas; one of the chief founders of the republican party; was chosen Secretary of State by Lincoln during the war; was thrown from a carriage and severely injured and while thus prostrated an accomplice of Booth's stabbed him several times, but not fatally; was retained in office by Pres. Johnson.

May 17, 1838.—Talleyrand died; celebrated French diplomatist and writer; author of an able report on instruction; was driven out of France and England, and took refuge in United States; returned to France and by influence of Madame DeStael became Minister of foreign affairs; he once said "Language is given man to conceal his thoughts."

May 19, 1804.—Nathan I. Hawthorne died; famous American author; born in Mass.; passed days in his room writing wild tales, some of which he burned, others, published without his name; his twice told tales were so named because they appeared before in Magazines; went to Europe and in "The Marble Faun" gives a good description of the city of Rome; born July 4, 1804.

May 20, 1806.—John Stuart Mill born; eminent English philosopher and economist; secretary of East India Company; author of a "System of Logic" acquired high reputation for his "Principles of Political Economy" defended U. S. Government in recent Civil War, also rights of women; says "That the principle of putting one sex superior to another is wrong."

NEWS OF THE WEEK.

The first engagement between the rebels in the north-west and the Dominion troops took place April 24, near Batoucher Crossing. Just as Gen. Middleton's columns were preparing to resume their march the rebel army was seen in the distance. A battle ensued in which several of the soldiers were killed, but nothing decisive resulted.

A prominent Russian says that France now holds a splendid trump card. Russia is eager for her alliance—willing to pay almost any price for it. Her 40,000 troops in China can reach India in a very few days. Egypt, England's protegee, has greatly offended her in the suppression of the *Bosphore Egyptian* newspaper, and now she can make England pay dear for her neutrality. Whether France will prove susceptible to such bribery remains to be seen.

France and Egypt has been having a little trouble over a French newspaper, published in Egypt, which was suppressed by the government for its offensive statements. France remonstrated, and later recalled her Consul-General; but Egypt cannot afford to quarrel, and so will apologise.

The position of the "sick man" in the growing complications of the Anglo-Russian dispute is quite ludicrous. Alarmed at Russia's increasing strength upon the Black Sea, he is inclined to favor England, but France warns him to remain neutral; Bismarck slyly urges him to side with Russia, and the Czar promises to see that he and his heirs retain all their present possessions if he will shut his water-gate against the British. England charges him to keep dark about the understanding that evidently exists between them, and so the Porte appears to hesitate, the best thing he can do for England if he really intends to aid her, which it would be to his advantage to do.

War between England and Russia is now considered inevitable. In answer to the Government call for the reserves, troops from all parts of the United Kingdom are swarming to the barracks. The Czar, while studying maps and locating probable scenes of action, "hopes that war may be avoided," but declares that, come what will, he will never give up Penjdeh.

Mr. Gladstone has again delivered one of his electrical speeches, by which he wins the admiration, confidence, and support of friend and foe. In the debate over the war credits he showed how careful and scrupulous has been his dealings with Russia, and his efforts to avert war, which, to him, is a solemn question of conscience and moral obligation. No fear of censure, no patriotic pride in the glory of England or the maintenance of her political position, had any weight with him; but Russia's treachery, broken covenant, and cowardly assault upon an ally to whom England has pledged her good faith, arouses the apostle of pacific statesmanship to strong indignation. He considers war under the circumstances both righteous and necessary, and asks the House, to meet the demands of justice and the call of honor. The House, without dissent, immediately voted for the credits amid loud and prolonged cheering, which was renewed and made tumultuous as the Premier arose from his place and passed out of the Chamber.

The Prince and Princess of Wales have ended their visit to Ireland, and returned to London. This visit has shown that the disaffection of the Irish people is not as general as was represented. The Nationalists put forth great efforts, but succeeded in creating only small and harmless disturbances. Gen. Grant's birthday was quite extensively celebrated, and many touching messages were sent him from all over the country; but those that seemed to impress him most deeply came not from the great and distinguished, but from the school children.

At Plymouth, Penn., a typhoid fever epidemic has raged so as to stop all business except that of the druggist and undertaker. Nine funerals were reported in one day. A meeting of the Borough Council was held to discuss the causes of the pestilence, one of which was thought to be the use of water from wells which had become polluted. A thorough cleaning of the village had been ordered.

The elegant furnishings of Ferdinand Ward's house in Brooklyn were sold at auction April 24.

The Chemung County Teachers' Institute will be held at Horseheads, N. Y., for five days, beginning May 4, 1885. Dr. Eugene Bouton, of Albany, has been appointed Principal Instructor, and Prof. H. R. Sanford, of Middletown, Associate. Lectures will be given evenings during the week by able speakers. Arthur P. Nicholas, School Commissioner.

NEW YORK CITY.

THE trustees of the Thirteenth Ward have asked for a new school building in place of Primary School No. 10.

On the 9th of May, HARRIET WEBB, the well known educationist, will read before the N. Y. City Association of Teachers.

DR. PAUL HOFFMAN, one of the assistants to City Superintendent Jasper, has been granted six weeks' leave of absence, owing to severe illness.

THE professors and pupils of the New York Conservatory of Music gave a concert at Steinway Hall last Saturday evening. It was largely attended and a complete success.

SCHOOL COMMISSIONER BEARDSLEE having been appointed counsel to the Board of Education, Mayor Grace yesterday appointed Ferdinand Traud to fill the vacancy.

ON Saturday last, MR. HENRY H. RAGAN delivered a graphically illustrated lecture on "The Rhine and Switzerland," before the Teachers' Association of the City of New York.

The application of the trustees of the Eleventh Ward to re-hire the building Nos. 114 and 116 Cannon street, now occupied as a primary school, has been unfavorably reported upon by the Building Committee of the Board of Education.

At the next meeting of the School Commissioners the recommendation that Miss Annie M. Phelan, a teacher in the primary department of Grammar School No. 70, be fined five days pay for violating the rule as to corporal punishment will be acted upon.

A NEW paper, *The Dawn*, has been recently established. It is designed especially for young men and women. It looks well and is free from the sensational element. If its tone continues as good as at present it will not only be a source of profit to the publishers, but to a large class of readers as well.

THE public schools are now to be connected directly with the Fire Department. The various societies of Turn Verlen of this city have petitioned the Board of Education in favor of introducing gymnastics into the public schools similar to the system now practiced in Germany. A gymnasium would be an excellent addition to the public school house.

AT Steinway Hall, April 21, Miss Adele Margulies gave a concert, assisted by Madame Marie Fursch-Madi and Frederick Berguer, violinist. The first number on the program was a sonata by Rubinstein, which Miss Margulies and Mr. Berguer performed. Mme. Fursch-Madi sang very acceptably, and was followed by several short piano solos by Miss Margulies. The program ended with a Tarentelle by Schubert-Kleinmichel, by Miss Margulies, in which her usual delicacy of interpretation and forceful style were exhibited.

Herr Anton Schott gave three Song Recitals at Steinway Hall—on Tuesday, Thursday, and Saturday afternoons, April 21, 23, and 25, at 3 o'clock. The proceeds are for the benefit of the Bartholdi Pedestal Fund.

OF thirty-four candidates for appointments as cadets at West Point and Annapolis, which Congressman Abram S. Hewitt tendered to the boys in his district, only twelve of them passed the physical examination, and but five received more than 60 per cent in the mental examination. The last was directed orally and the questions were in English grammar, geography, and arithmetic. Mr. Hewitt was present during the examination.

"I was surprised," said he, afterward, "to see how few of the boys were up to the required physical standard. It don't speak well for our young men of to-day if this is an average showing."

"How did the twelve who met the physical test stand the mental examination?" asked the reporter.

"Not first rate. They were bright enough and seemed well informed, but there was a want of the practical ability to apply their information. There was a lack of method, not of ability. I am inclined to think that it comes from our public school training of to-day. Nearly all the boys were graduates of the public schools. I was graduated from a public school, but it appears to me that the present system has separated itself from the practical training which the scholars received when the three 'Rs' were the basis of a public school education."

THE *Independent* says: "Of the pupils in the public schools in the city of New York, last year, only about one in ten completed the course of study prescribed for the highest grammar grade. This is about the number of candidates who yearly come up for examination for admission to the two free colleges, the Normal College for young women, and the College of the City of New York for young men. The *Sun* remarks that it would appear, therefore, that the grammar school course is pursued to the end merely for the purpose of getting into these colleges; that the boys and girls generally want no more than an elementary education, and that a large part of the most expensive machinery of the school system is kept up solely for the benefit of one-tenth of the pupils; not to carry out the original purpose of the free school system, but to fit a small number of pupils for the two colleges, 'which have grown up as an excrescence on the system.'"

If the editor of the *Sun* would study our schools he would be convinced of his error. We pity the intelligence of any man in New York City who, after visiting the Normal College and understanding its methods and results, can call it an "excrescence."

A majority of boys and girls are obliged to work for a living. Many who remain until they are through the course must do so through the self-sacrifice of friends. Suppose they are a minority of all who attend the entire school; shall they be cut off from all means of obtaining a decent English education? In all schools the higher classes are smaller than the lower. Shall the higher be abolished?

We have criticised the public schools of New York, but never because they afford too much instruction. The original intention of the free-school system is carried out to-day—so far as the subjects studied are concerned. The fault is elsewhere.

IT is stated that of the six millions of illiterate persons in this country a third are voters, and that in nearly every State the number is larger than the majority in every such state for either political party at the last election.

HE who likes another man's lot in life, must dislike his own.

FOR THE SCHOLARS.

For the SCHOOL JOURNAL.

FRIDAY AFTERNOON WITH ADDISON.

BY E. L. BENEDICT.

(For dates and other facts concerning Addison, see Educational Calendar, May 1st.)

FIRST PUPIL.

Steele's Portrait of Addison: "I have the good fortune to be intimate with a great man remarkable for this temper (bashfulness), who has an inexhaustible source of wit to entertain the curious, the grave, the humorous, and the frolicsome. He can transform himself into different shapes, and suit himself to every company. He is whatever is polite, instructive, and diverting."

SECOND PUPIL.

The Friendship between Addison and Steele.—It began when they were boys at school, and was never broken, although they differed upon many points. Steele says, "I am more proud of his long and continued friendship, than I should be of the fame of being thought the author of any writing which he is himself capable of producing."

THIRD PUPIL.

The Tatler and the Spectator.—While Addison was living in Ireland, the first literary newspaper—the *Tatler*—was started, but by whom no one knew. Addison discovered that it was his friend Steele, by finding in it an expression which he had once made to Steele. So he began to write for the paper, and his letters soon became very popular and greatly increased the circulation.

FOURTH PUPIL.

Addison's letters pleased because of their quaint humor, their simple but elegant language, and the hits they made at prevailing wrongs and absurdities. One may imagine the surprise and chagrin of the ladies upon finding their favorite custom of decorating the face with little dark-colored patches thus caricatured in the *Tatler*: "The women look like angels, and would be more beautiful than the sun were it not for little black spots that are apt to break out in their faces, and sometimes rise in very odd figures. I have observed that those little blemishes wear off very soon, but when they disappear in one part of the face they are very apt to break out in another, inasmuch that I have seen a spot upon the forehead in the afternoon, which was upon the chin in the morning."

FIFTH PUPIL.

The wine brewers received a like merciless treatment: "There is in this city a certain fraternity of chemical operators who work underground in holes, caverns, and dark retreats to conceal their mysteries from the eyes and observation of mankind. They can squeeze Bordeaux out of a sloe, and draw fine Champagne from an apple. Having received sundry complaints against them, I ordered the proper officer of my court to ferret them out of their respective caves and bring them before me. The counsel for the brewers had a face so extremely inflamed and illuminated with carbuncles, that I did not wonder to see him an advocate for their sophistifications. His rhetoric was likewise such as I should have expected from the common draught which I found he often drank to a great excess. Indeed, I was so surprised at his figure and parts that I ordered him to give me a taste of his usual liquor; which I had no sooner drank, but I found a pimple rising in my forehead, and felt such a sensible decay in my understanding that I would not proceed in the trial till the force of it was entirely dissipated. * * * After having cast his eyes on several tastes and flavors that stood before him, he took up a little cruet that was filled with a kind of inky juice, and pouring some of it out into the glass of white wine, presented it to me and told me, 'This was the wine over which most of the business of the last term was dispatched.' My cat at that time sat by me upon the elbow of my chair, and as I did not care for making the experiment upon myself, I reached it to her to sip of it, which had like to have cost her life; for notwithstanding it flung her at first into freakish tricks, quite contrary to her usual gravity, in less than a quarter of an hour she fell into convulsions; and had it not been a creature more tenacious of life than any other, would certainly have died under the operation. I was so incensed by the tortures of my innocent domestic and the unworthy dealings of those men that I told them if each of them had as many lives as the injured creature before them they deserved to forfeit them for the pernicious stuff which they used for their profit."

SIXTH PUPIL.

The effect of Addison's writings upon the Public.—They created a demand for a purer class of literature than then prevailed, and directed attention to customs offensive to good taste and refinement. This was accomplished probably as much by the delicacy of their tone as by any direct efforts, when, as the writer said, he "took it upon himself to censure the irregularities of the age." A specimen of those efforts is a letter which he prefaces with:

"I design to take under my inspection the diet of this great city."

"I remember I was last summer invited to a friend's house who is a great admirer of French cookery. At our sitting down I found the table covered with a great variety of unknown dishes. I was mightily at a loss to learn what they were, and therefore did not know where to help myself. * * * Among other dainties, I saw something like a pheasant, and therefore desired to be helped to a wing of it, but to my great surprise, my friend told me it was a rabbit, which is a sort of meat I never cared for. * * * The dessert was brought up at last, which in truth was as extraordinary as anything that had come before it. * * * I was so pleased with the several objects that lay before me, that I did not care for displacing any of them, and was half angry with the rest of the company that, for the value of a piece of a lemon peel or a sugar-plum would spoil so pleasing a picture. I could not but smile to see several of them cooling their mouths with lumps of ice which they had just before been burning with salts and peppers."

As soon as the show was over, I took my leave that I might finish my dinner at my own house; for as I in everything love what is simple and natural, so particularly in my food, two plain dishes, with two or three good-natured, cheerful, ingenious friends, would make me more pleased and vain than all that pomp and luxury can bestow, for it is my maxim that he keeps the greatest table who has the most valuable company at it."

SEVENTH PUPIL.

Addison's fame as a writer rests upon his prose works—his letters, essays, etc., in the periodicals. He wrote several poems and dramas; the most notable of which is "The Tragedy of Cato." He began it while at Oxford, and sent it to his friend, Dryden, for criticism. The verdict was that it was good, but would not be a success on the stage. He worked at it at intervals for years and finally submitted it to Pope, who expressed the same opinion as Dryden. Addison agreed with him and decided not to bring it out, but his friends urged him to do so and he finally consented. The night it was first played the author in a great state of anxiety stayed in his room and kept a boy running back and forth to report its reception. Owing probably as much to the author's popularity as to the merits of the piece, it was greatly admired.

FAVORITE SELECTIONS FROM ADDISON.

I.

A human soul without education is like marble in the quarry, which shows none of its inherent beauties until the skill of the polisher fetches out the colors, makes the surface shine, and discovers every ornamental cloud, spot, and vein that runs through the body of it. Education, after the same manner, when it works upon a noble mind, draws out to view every latent virtue and perfection, which without such helps are never able to make their appearance.

II.

It must be so—Plato thou reasonest well!—
Else whence this pleasing hope, this fond desire,
This longing after immortality?
Or whence this secret dread, and inward horror,
Of falling into naught? Why shrinks the soul
Back on herself and startles at destruction?
'Tis the Divinity that stirs within us,
'Tis Heaven itself that points out an hereafter
And intimates Eternity to man.

III.

The stars shall fade away, the sun himself
Grow dim with age, and nature sink in years;
But thou shalt flourish in immortal youth,
Unhurt amidst the war of elements,
The wreck of matter, and the crust of worlds.

IV.

Though a man has not the abilities to distinguish himself in the most shining parts of a great character, he has certainly the capacity of being just, faithful, modest, and temperate.

V.

Silence never shows itself so great as when it is made the reply to calumny and defamation, provided that we give no just occasion for them.

VI.

I would rather excel in knowledge than in power.

VII.

There is nothing that makes its way more directly to the soul than beauty.

VIII.

Books are the legacies that genius leaves to mankind.

IX.

Better die ten thousand deaths than wound my honor.

X.

There is no passion that steals into the heart more imperceptibly and covers itself with more disguises than pride.

XI.

What pity is it we can die, but once to save our country.

XII.

Yet, then, from all my grief, O Lord,
Thy mercy set me free.
Whilst in the confidence of prayer
My soul took hold on thee.

XIII.

The spacious firmament on high,
With all the blue ethereal sky
And spangled heaven, a shining fame
Their great Original proclaim.

XIV.

The gods in bounty work up storms about us
That give mankind occasion to exert
Their hidden strength, or throw out into practice,
Virtues which shun the day.

XV.

'Tis liberty that crowns Britannia's isle
And makes her barren rocks, and her bleak mountains
smile.

XVI.

Oh, Portius! is there not some chosen curse
Some hidden thunder in the stores of heaven;
Red with uncommon wrath, to blast the man
Who owes his greatness to his country's ruin?

XVII.

'Tis not in mortals to command success,
But we'll do more, Sempronius; we'll deserve it.

THE BATTLE OF SARATOGA.

Often do the spirits
Of great events stride on before the events,
And in to-day already walks to-morrow.
—COLERIDGE.

A beautiful monument is nearly finished on the old battle ground of Saratoga. Congress has been called upon to appropriate funds for its full completion. In urging this act Hon. S. S. Cox of New York, recently made the eloquent speech from which the following selections are taken:

DECLAMATION.

"How much depended upon the courage and skill of that perilous hour! How wide and far-reaching are the results. That army which left the shores of England with so much prestige and pride, and supercilious vaunting, was here discomfited, first upon the 7th of October, and ten days afterward by its humiliating capitulation!"

"The centuries come and go, but such deeds live forever. They live because they are mementoes of noble thought. The grand idea of Saratoga is Independence. These men fought not for liberty. They never lost their liberties. They fought because their liberties, their English and colonial privileges, their God-given rights, and their natural and just demands against a foreign foe and a despicable tyrant were disregarded and outraged."

"Saratoga was the wand that smote the rock of the national resources." It was the magic that revived the "dead corpse of public credit."

"This battle led to the French alliance. It made possible, a hundred years afterward, through French art and genius, that lofty effigy for New York Harbor, of Liberty lifting up her torch beckoning and illuminating all mankind by its radiance."

"The surrender at Saratoga was not merely the surrender of Burgoyne and his army; it was the surrender of a distant and haughty prince and an obsequious and corrupt parliament to thirteen weak and remote colonies. It was the most conspicuous step in that grand march of events—events so extraordinary and unexpected, that the English historian of our Revolution, Stedman, says they bade 'defiance to all human foresight,'—which found their consummation at Yorktown. It was the flower of that fruit which gave us our matchless Constitution."

In hundreds of cases, Hood's Sarsaparilla, by purifying and enriching the blood, has proven a potent remedy for rheumatism. Hence, if you suffer the pains and aches of this disease, it is fair to assume that Hood's Sarsaparilla will cure you. Give it a trial.

BOOK DEPARTMENT.

NEW BOOKS.

TALES FROM SHAKESPEARE. Charles and Mary Lamb. Edited for the Use of Schools, by Edward Ginn. Ginn, Heath & Co.

In order to adapt these tales to the use of children, the editor has found it necessary to make a few verbal alterations, and to omit entirely the story, "Measure for Measure." Also the portion of Lamb's preface specially applicable to English schools, has been omitted. The Introduction includes a brief biography of the Essayist and his sister, almost wholly abridged from that of Alfred Ainger, and a pronouncing index of proper names is appended. Of the tales themselves the introduction very aptly says: "They have never been superseded, nor are they ever likely to be. Written, in the first instance, solely with a view of being read by children, the genius of the writers had unconsciously ministered to the wants of children of a larger growth. More and more is a knowledge of Shakespeare coming to be regarded as a necessary part of one's education, and the editor knows of no first introduction to that study at once so winning and so helpful as that supplied by these narrative versions."

Of the series, "Classics for Children," of which this volume is the latest issue, every true lover of the best in education cannot but feel delighted with the success attending this most important movement in school-room methods. To familiarize the young with the best English, and to make this object paramount among studies is the aim of this series. It is a bold assumption regarding the real functions of the common school and the tendency of young minds, but an assumption fully warranted by facts and which will be justified by events; for in all mechanical details the series is perfection, and its low price will surely put it where it belongs—in the hands of the million.

EXTRACTS FROM ROUSSEAU'S ÉMILE. Containing the Principal Elements of Pedagogy. With an Introduction and Notes, by Jules Steeg, Paris Député de la Gironde. Translated by Eleanor Worthington, late of the Cook County Normal School, Ill. Boston: Ginn, Heath & Co. 80 cts.

In his introduction Mr. Steeg says: "We have not the presumption to correct Rousseau or to substitute an expurgated for the authentic 'Émile.' We have simply wished to draw the attention of teachers to those pages of this book which have least grown old, which can still be of service, can hasten the downfall of old systems, can emphasize by their energy and beauty of language methods already inaugurated and reforms already undertaken. We have desired to call to the rescue this powerful and impassioned writer who brings to bear upon every subject he approaches the magical attractiveness of his style." In the translator's preface, Émile is aptly compared to an antique mirror of brass reflecting educational humanity no less faithfully than one of more modern construction; and it is truly said that these selections contain the germ of all that is useful in present systems of education. The remark of Voltaire that fifty pages of Rousseau's classic ought to be bound in velvet and gold is fairly applicable to the pages here selected, although the substantial binding chosen is better calculated to put the book in the hands of every teacher—where it belongs.

PESTALOZZI'S LIENHARD UND GERTRUDE. Translated and abridged by Eva Channing. With an introduction by G. Stanley Hall. The same publishers.

This book fitly appears beside "Emile," in the series of Educational Classics. The spirit that is in it is immortal; it is a moving appeal, and in the present form has been divested of much of the great burden of Pestalozzi's diffuse and tedious style under which the story labored in previous editions; while, therefore, some things have been sacrificed by the process of abridgment, the gain has been incalculable to modern teachers and busy readers. The scenes with Gertrude and her children have suffered the least mutilation of any in the book, and they are among the most charming, and possess the greatest value from an educational point of view.

"Leonard and Gertrude" being neither precisely a story nor a pedagogical treatise, but part of both, occupies a peculiar position in literature. It is, externally, a realistic picture of Swiss peasant life in the last century, containing much that is curious and instructive concerning old manners and customs, but it has a moral purpose and value far greater than this. The village of Bonnal typifies the world, and in describing the measures taken to reform the corruption and raise the moral

standard of the community the author expresses his views on some of the greatest social and political questions of all ages.

CITY SCHOOL SYSTEMS IN THE UNITED STATES. By John D. Philbrick, LL.D. **PLANTING TREES IN SCHOOL GROUNDS,** by Dr. Franklin B. Hough. **THE CELEBRATION OF ARBOR DAY,** by Supt. John B. Peaslee. Washington: Government Printing Office.

These pamphlets are issued by the Bureau of Education, and are particularly full, timely, and valuable. The object of Prof. Philbrick's report is to strengthen the tendency of the spirit of competition in the city schools of the United States toward uniformity of excellence, by a general survey of certain features and characteristics of our various systems. Comparison, through historical criticism, is the method mainly followed in this review, and its scope is restricted to the consideration of peculiar excellencies and defects which are, for the most part, local, with a view to promoting the generalization of the former, and the elimination of the latter. It need not be said that the writer possesses rare qualifications for his work, and the result is one of the most valuable studies of the kind in existence.

Regarding tree-planting, Dr. Hough tells where, what, and when to plant, and Supt. Peaslee brings together interesting lessons from history, and a lengthy array of facts and statistics, showing the great importance of the subject. This is not presented by any means in a dry and unreadable shape, but in altogether a popular manner, and includes a good selection of recitations in prose and verse suitable for Arbor Day exercises in the schools.

TENANTS OF AN OLD FARM. By Dr. Henry C. McCook. Illustrated from Nature, by the Author and Dan Beard. New York: Fords, Howard & Hulbert. \$2.50.

During the existence of the *Continent* magazine, this series of papers was one of the strong attractions of the later numbers, and many that turned eagerly from week to week to its delightful text and equally delightful illustrations, will be only too glad to obtain all this in the present permanent and elegant shape. For the benefit of those that have not already had the pleasure of acquaintance with its pages, it may be characterized as a charming series of excursions over woodland, meadow and house, giving a great variety of information about all sorts and conditions of insects. Scientifically accurate and instructive, while amusing and interesting in style, and by reason of its grotesquely humorous illustrations it is an endless source of entertainment.

LUDLOW'S CONCENTRIC CHART OF HISTORY. James M. Ludlow, D.D. New York: Funk & Wagnalls.

By a unique arrangement, the various facts of history can at once be compared with each other. The book is fan-shaped, the leaves slide on a pivot, instead of turning as in ordinary books. In this way the history of one century of any country can at once be compared with the same time in any other country. The plan is very convenient and useful. Of course, only the dry bones of history can be presented in the brief space of these charts—the flesh and life must come from other sources.

DILLARD'S EXERCISES IN ARITHMETIC. Progressively arranged for review and examination in Public and Private Schools. By James H. Dillard, M.A., Philadelphia: John E. Potter & Co. Price, 50 cts.

These Exercises are intended for pupils who have completed some text-books of Arithmetic; but they are so arranged that certain parts may be used earlier. Many of the examples are original; others have been taken with changes, from English, German, and old American text-books; and may be had by teachers on application.

FAMOUS PEOPLE OF ALL AGES. By W. H. Van Ordens. New York: A. L. Burt. Price, 50 cts.

This little volume is designed to give condensed biographies of the most notable men and women who have lived and to answer in a concise manner the question, "why are they famous?" The biographies give only the important facts. The book is invaluable for a library table, and will clear up any confusion of date or of individuals that is liable to occur to the best informed at times.

THE COMPANION TO THE REVISED OLD TESTAMENT. Showing what changes were made by the Revisers, and the reasons for making them. By Talbot W. Chambers, D.D., a member of the Old Testament Committee, is now in press and will be issued simultaneously with the Revised Old Testament about May 15, New York: Funk & Wagnalls. Price, \$1.00.

MAGAZINES.

The ability with which *The Magazine of American History* has been conducted is a source of pleasure to intelligent readers. The contributions to the May number are varied, scholarly, and popular, and will be read with interest by every American. They include "Com. Matthew Calbraith Perry," by William Elliot Griffis; "The Heart of Louisiana," by Chas. Dimitry. "The Fallacy of 1776," by A. W. Clason, and much more of great interest.

The Art Amateur for May contains a charming colored plate—the portrait of a beautiful boy in picturesque costume, with a decorative floral border by Dora Wheeler. Attractive designs are also given for dessert plate, panel, brass plaque, and a variety of other decorative work. An illustrated notice of the principal American pictures to be shown at the coming Paris salon is of special interest. The National Academy Exhibition is reviewed, and drawings of the clever pictures exhibited by Leon and Percy Moran form the frontispiece.

LITERARY NOTES.

Miss Anna L. Dawes, the accomplished daughter of Senator Dawes, of Mass., has in the press of D. Lothrop & Co., under the title of "How We are Governed," a popular treatise on government in the United States.

Richard Grant White is the subject of a page of reminiscence and criticism in *The Critic* of April 18, from the pen of his neighbor, Mr. R. H. Stoddard, who knew the eminent critic and Shakespearian student for a quarter of a century.

Mind in Nature is the name of a new monthly journal devoted to a popular consideration of psychical phenomena, and medical and scientific information. It is published by the Cosmic Publishing Co., Chicago, and is a model of excellence both editorially and typographically.

The Irving Literary Gazette is always welcome on this desk. It is a bright, breezy little paper—altogether a striking evidence of the progressive spirit of young America generally, and in particular of the vitality of the Irving Literary Society of Public School No. 9, Brooklyn.

The Poet Whittier writes: "I have read Judge Tourgee's book 'Appeal to Caesar' with the deepest interest. It is a strong and powerful presentation of the great danger and need of our country at the present time. The author deserves the thanks of every well-wisher of his country."

We should think every student of Latin would be interested in the profusely illustrated English "Letter from Old Rome," running as a serial in *Latine*, which has also had two Latin letters from Rome by W. L. Cowles, of Amherst College. The peculiar value of *Latine* for the teacher or student lies in the art with which its contents are condensed and varied. Certainly no teacher of Latin can find one of its numbers without immediate value to himself. It is published by D. Appleton & Co.

Babyhood, the only periodical in the world devoted wholly to the care of young children, has succeeded in securing the services of eminent specialists in every subject with which it deals. The April number contains articles on "The Care of Children's Hair," by Prof. George H. Fox, M.D.; "Isolation in Contagious Diseases," by Dr. L. Emmett Holt; "True Croup," by Prof. John H. Ripley, M.D., etc. Under the title of "Domestic Disinfection," George M. Sternberg, major and surgeon, U. S. A., publishes some of the results of the recent Government investigation into the properties of the best disinfectants.

CATALOGUES, REPORTS, ETC., RECEIVED.

Forty-Eighth Annual Report of the Board of Education. Mass. Hon. John W. Dickinson, Secretary.
THREE ESSAYS, viz: Laws and the Order of their Discovery; Origin of Animal Worship; Political Fetishism. By Herbert Spencer. New York, 20 Lafayette Place. J. Fitzerald.
Rules and Regulations of the High School Board. State of Minnesota, 1885. Hon. O. L. Kiehle, State Superintendent of Public Instruction.
Thirty-Third Annual Report of the New York Juvenile Asylum. 1884.
Annual Report of the School Committee of the City of New Bedford, with the Superintendent's Annual Report. Fifth year. 1885. H. F. Harrington, Superintendent.
Catalogue of the Teachers and Pupils of the Graded School, Shepherdstown, W. Va. 1883-4. T. Wilmer Latimer, Principal.
Second Annual Catalogue of Iuka Normal Institute, Mississippi, for 1884-5. H. A. Dean, A.M., and John Neuhardt, A.M., Principals.
Department of the Interior, Bureau of Education. Planting Trees in School Grounds, and the Celebration of Arbor Day. City School Systems of the United States. By John D. Philbrick, LL.D.

HORSFORD'S ACID PHOSPHATE.

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Publishers Department.

Doctor E. Tourgee, Director of the New England Conservatory of Music, has added fresh laurels to his already high reputation, by treating the patrons and friends of his school to an exhibition of some of the celebrated paintings in Boston, which were loaned for the occasion. To select any particular one of this beautiful collection for special mention, would be impossible, as they all were works possessing high worth, and unusual merit. After an inspection through the elegant parlors where the paintings were exhibited, the visitors were admitted in the Art Department. What the Doctor has accomplished for years in music, he is now equaling in this Department. Surprise and pleasure were heard on all hands. Some of the works of the students would be creditable to accomplished artists. Space will not admit our entering into details of the fine work exhibited. We cannot refrain from mentioning as especially beautiful, the oil painting, "By Candlelight," by Miss E. A. Carr; "A Breakfast Piece," water color, by Miss Wheeler; "A Study," by Mrs. L. S. Bromevick; "A Fruit Piece," water color, by Miss Edith Pope, and the exquisite "Portraits on China," by Miss Miller. It will not be long ere the art department in this school will be as celebrated as the musical has been for years. We know of no one man to whom any community is as greatly indebted as Boston is to Doctor Tourgee.

The Riverside Literature Series long ago won its way into favor in our schools, and the announcement of a new number (15) just published will be full of interest to all enterprising teachers. This latest issue is "The Old Elm and Other Poems," by James Russell Lowell. The volume includes, beside a biographical sketch of the author, the ode read at Concord, the Cochinatue Ode, "The Courtin'," "To H. W. Longfellow, Agassiz, and a prose sketch." "In the Laboratory with Agassiz," by a former pupil. A complete list of the series will be sent free to any address on application to the publishers, Messrs. Houghton, Mifflin & Co., 4 Park street, Boston.

The Anglo-Swiss Condensed Milk, which is being advertised in this journal, has won the highest encomiums from the most competent authorities as the best food made for infants and invalids. A treatise on this all important topic will be mailed, free of cost, to all applicants by the Anglo Swiss Condensed Milk Co., 86 Hudson st., New York city, or can be procured of druggists.

TREASURE-TROVE FOR YOUNG PEOPLE

FOR APRIL

Opens with a timely poem by Minnie Hazella Pierce; followed by a pleasing sketch by Wolstan Dixey, entitled "A Letter Home. Succeeding this come a description of some of "Guido's Pictures," by Mary L. Glenn; an account of "The Times," by Alex. E. Leeds; one of the series of "Short Talks with Girls," by Helen Adair; a finely illustrated article describing "A Boston Idea," by Arthur L. Harkness; papers entitled "The Capitol Library," by Jean Claude; "All the Rage," by Nat. S. Low. "Notable Birthdays," by Lindsay Wolcott; "Ants," by Allie E. Rowe; and "Botany Bay," by Lizzie Linholm Spaulding; "Dash, Crash & Co." is concluded by Rev. Edward A. Rand, and a pleasing story in two parts, entitled, "Israel's Inspiration," is begun by Mary J. Jaques. The scholars' page has a timely declamation, and a lively original dialogue by John R. Dennis. The Little Ones are well remembered, and the department pages are rich with good things, as usual.

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The Dangers of Blood Poisoning.

Since the death of President Garfield there seems to have been an increase in the number of recorded cases of blood poisoning.

A few weeks ago the Rev. Noah Schenck, D. D., of Brooklyn, had an operation performed on his foot, inflammation set in and death ensued. If a man be in good health, a wound heals rapidly; if the blood is corrupt, it is slow to heal. Impure blood irritates and inflames the whole system. It follows then, if the blood purifying organs are deranged—since every particle of blood courses through these organs over one hundred times an hour—in a very short time the blood poison must destroy all vitality.

In the winter season Nature demands heat-making food; in the spring she sets up a cooling process; and, to accomplish this, she ordains that the change from winter to summer shall be gradual; if her laws were never violated, this provision would be sufficient; they are violated, therefore, we must furnish her help in this spring house-cleaning time; otherwise the seeds of disease remain within us.

Blood is made in the stomach; it is purified by the skin, lungs, liver and kidneys. During a long, cold winter, the liver and kidneys are overworked; the consequence is that in the spring these organs are prostrated: the prostration is indicated by extremely dull, heavy feelings and a weariness which seems to go to the bone; headache, furred tongue, lack of appetite, itching and discolored skin, mental irritability, depression of spirits, neuralgic pains, convulsions, chills and fever, "malaria."

These little irregularities of feeling are Nature's warnings; if neglected, disease may get the upper hand. If you introduce into the blood a little kidney and liver poison, you can artificially produce the above symptoms; it follows, therefore, that to remove them, vitality must be restored to those blood purifying organs. If they cannot perform their work no amount of medicine taken for other organs can have any permanent effect in the system.

Brigadier-General D. H. Bruce, business manager of the Syracuse (N. Y.) Journal in 1883, found that he was not coming through the spring in good form; he was not sick, but only out of condition; to the timely use of a few bottles of Warner's safe cure, however, he attributed recovery of constitutional tone, and undoubtedly ward off some chronic disorder. This preparation is not a cure-all—it claims to restore the blood-purifying organs to natural vitality; by so doing, it not only cures, but prevents blood corruption and disease. If you doubt its power, ask your friends; millions have heard of it, hundreds of thousands have used it and commend it.

The ill-feelings of spring time are caused by a more or less poisoned condition of the blood; a condition which grows worse by neglect, and finally may send one to the grave.

One day a young physician discovered on his nose what turned out to be a malignant ulceration; the blood virus attacked his brain and killed him.

A prominent merchant of apparently average health died suddenly the other day; an examination showed that one kidney, entirely decayed, had poisoned the blood terribly! Had this condition been recognized in time, he might have lived to the full "three score and ten."

Every day we neglect to take such precautions as are herein indicated, we may be said to drive a nail into our coffin. The blood is poisoned every day; if it is not purified every day, untimely death is inevitable.

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Publisher's Department.

That enterprising firm, Messrs. E. H. Butler & Co., of Philadelphia, are ever busily occupied in putting on the market those excellent standard text-books for which the firm has earned a reputation. Among their most important recent issues are McCabe's, Bingham's Latin Grammar, by Gordon McCabe, head master of the University School, Petersburg, Va. Butler's Elements of Chemistry, by Henry Leffermann, M.D., Prof. in the Jefferson Medical College, and Port Physician of Philadelphia. Butler's Elements of Plane Geometry, by Franklin Ibach, B.S. Prof. of Mathematics, Philadelphia, and Smith's English Grammar in a new revised edition, printed from entirely new plates.

What would our fathers have said in the days of quill sharpening had they been told how soon the time would come when every man would not make his own pen, but look to the manufacturer for a supply? They certainly would have been astonished at the number of manufacturers, and the quantity and variety of the goods offered; but the fact that would perhaps more than any other have amazed them, is the wonderful adaptability of the pens made by Messrs. Joseph Gillott & Sons to every need of the varying styles of penmanship. In our own time this fact is sufficiently remarkable to account for the uniformity with which teachers, students and all those using pen and ink ask for some one or more of this firm's favorite numbered pens. Mr. Henry Hoe, sole agent, at 91 John Street, N. Y., is prepared at all times to answer these demands in full.

The Teachers' Co-operative Association of Chicago offers free registration to all new subscribers to this JOURNAL who hold a first grade certificate. This Association has its headquarters at 38 Madison Street, Chicago, and has Branch offices in New York City, Allentown, Penn., Lincoln, Neb., Nashville, Tenn., and Weston, Oregon. It secures places for teachers in all grades of school work in all parts of the United States. The usual fee for registration has been \$2.00. The offer will be made for a short time only.

In the teaching of geography one thing is essential—maps; and it is essential that these be accurate and reliable. Guyot's wall maps are published by Ivison, Blakeman, Taylor & Co., New York, in various sizes and at different prices, adapted to every demand. They include a large, intermediate, common-school, primary, and classical series, and represent with equal distinctness in all, outline, political, and physical characteristics. Prof. Agassiz says: "Prof. Guyot's wall maps are in comparably superior to anything of the kind thus far published." And that they still keep up with the times any teacher may be convinced by writing to the publishers for a descriptive circular.

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No sooner was the little fellow seated in his high chair again than, bowing his head and clasping his hands on his soiled bib, he lisped, with apparent reverence and great gravity, "Oh, Lord, I thank Thee that Thou hast prepared a table for me in the presence of mine enemies." It was with difficulty that the "grown-ups" kept their smiles from becoming audible. —Harper's Magazine.

SOMEBODY says that at an examination of students the following answers were given to the question, "Give the meanings of *abit*, *excessit*, *erupit*, *evasis*:"

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Excessit.—He took more than was good for him.

Erupit.—It violently disagreed with him.

Evasis.—He put it down to the salmon.

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SUMMARY OF ASSETS, \$7,395,090 55
Cash in banks, \$251,736 41
Bonds & Mortgages, being 1st lien on R. E. 1,005,400 00
United States Stocks (market value), 2,445,535 00
Bank & R. R. Stocks & Bonds (market value), 1,050,400 00
State & City Bonds (market value), 222,000 00
Loans on Stocks, payable on demand, 354,050 00
Interest due on 1st January 1885, 105,682 45
Premiums uncollected & in hands of agents, 354,002 72
Real Estate, 6,5183 07

TOTAL, \$7,395,090 55
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